DOCUMENT RESUME

ED 044 104 JC 700 247

AUTHOR	Johnson, Charles N.; And Others
TITLE	Basic Studies: A Description and Progress Report.
INSTITUTION	Tarrant County Junior Coll. District, Ft. Worth, Tex.
PUB DATE	Sep 70
NOTE	296p.
EDRS PRICE	EDRS Price MF-$1.25 HC-$14.90
DESCRIPTORS	*Basic Skills, *College Environment, General Education, *Junior Colleges, *Low Achievers, Persistence, Time Blocks
IDENTIFIERS	*Texas

ABSTRACT

This is a description and a progress report of the Basic Studies Program at Tarrant County Junior College (Texas), a 1-year program in general education designed for students who rank in the lower quarter of their junior college class and who have experienced little academic success in the past. Communications, humanities, social science, natural science, career planning, and reading were the six study areas that were approached through interdisciplinary courses. Instructional teams of six (one from each study area) were responsible for a group of 100 students. Three such groups composed vertical teams; they used block scheduling. Courses emphasized the student's knowing himself, his environment, and his place in future society. Field trips, guest speakers, and team activities were facilitated by block scheduling. The program attempted to provide the student with a total environment. General conclusions show that Basic Studies students persist in college at a higher rate than do students with similar characteristics attempting the traditional remedial approach. Tables and figures are used to explain findings and reports of the three vertical teams are included. Appendices include a follow-up study of the Basic Studies experimental and control groups and a report of the student progress in the Basic Studies Program during 1968-69. (RC)

ED 044104

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TARRANT COUNTY JUNIOR COLLEGE DISTRICT
South Campus
5301 Campus Drive
Fort Worth, Texas

Basic Studies: A Description and Progress Report

September, 1970

Prepared by:

Charles N. Johnson, Division Chairman,
and faculty of Basic Studies

Typists: Miss Christine Kirk,
Miss Karen Lance,
Division Secretaries

Marilyn Monger, Team Chairman and Instructor, Social Science
Durwood Foote, Instructor, Natural Science
Don Hankins, Counselor and Instructor, Career Planning
John Rosenbalm, Instructor, Communications
Sandra Ross, Instructor, Reading
Ronald Stocker, Instructor, Humanities

Mary Lyons, Team Chairman and Instructor, Communications
Von Dunn, Instructor, Natural Science
Dennis Hilton, Instructor, Social Science
Sue Scott, Asst. Prof., Humanities
Abe Washington, Counselor and Asst. Prof., Career Planning

Allen Triplett, Team Chairman and Asst. Prof., Natural Science
Jean Crow, Instructor, Humanities
Jackson Eng, Asst. Prof., Social Science
Bill Knox, Asso. Prof., Communications
Triesha Light, Counselor and Instructor, Career Planning

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 18 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 700 247

DEDICATED TO

Dr. Timothy Davies who started the Basic Studies Program;

Dr. Charles McKinney and Dr. Joe B. Rushing who wanted such a program at Tarrant County Junior College;

Dr. David Norton formerly of the Texas Coordinating Board, who helped us get the program approved;

and the Basic Studies Faculty who continue to make it a reality.

INTRODUCTION

A Special Program For a Special Student

There are a number of junior colleges in Texas very interested in experimental programs for teaching the "special" student. Dictionary synonyms for "special" include "uncommon" and "noteworthy," but overworked junior college teachers sometimes declare that these students are not uncommon, they are ubiquitous! And they sometimes exclaim that they are not noteworthy, but as students they are not-worthy.

For purposes of this report, let's agree that we are talking about the students generally found in the lower one-quarter of the junior college classes. Even this definition can be confusing, because the students chosen by this definition at Wharton or San Antonio can differ in many respects from the group selected on this basis from Tarrant County or El Centro.

However, we could say that the "lower one-quarter of the students" to be typified as students who:

(1) Generally have a poor record of scholastic performance in high school.

(2) Are deficient in basic skills.

(3) Have poor habits of study (and possibly a poor place to study at home).

(4) Are weakly motivated, often lacking home encouragement to continue in school.

(5) Have unrealistic and ill-defined goals.

(6) Often represent homes with minimal cultural advantages and minimum standards of living.

(7) Have a minimum understanding of what college requires or what opportunities it offers.

Junior college educational strategies for lower quartile students range from providing no program to providing complete programs for a summer session, semester, or year. Most junior colleges in Texas offer the more traditional remedial courses such as remedial English and remedial mathematics, yet many are finding real weaknesses in having only this approach. Attrition is high and the teaching strategies are quite often the same as those used in high school with these students. Results are more often than not unsatisfactory.

Thus many junior colleges in our state are looking for new answers. Several innovative programs for the "special" student are now being tried or at least being planned at the present time.

Here at Tarrant County Junior College, an attempt is being made to better meet the needs of these students with a program called Basic Studies. The Basic Studies program is a one year program in general education. Within this program the student is placed in a dynamic environment which provides individualized attention by instructors and stimulates close personal association among students. There are six areas of study: Communications, Humanities, Social Science, Natural Science, Career Planning, and Reading.

The courses are interdisciplinary and the planning crosses traditional departmental lines. There are no departments in the program, but rather vertical teams have been established consisting of six instructors, one from each of the areas previously mentioned. Each team (there are presently three on the South Campus and one on the Northeast) is responsible for the educational activities of approximately 100 students, divided into five sections called blocks.

Each team plans the integration of the courses and the activities such as guest speakers and field trips. The schedule is flexible, allowing for large group presentation times as well as small group discussion sessions. The approach is one of total involvement rather than a segmented, departmental one.

Instructors in the Basic Studies program devote full time to it and are assigned to the division of Basic Studies rather than to the university parallel departments. They all spend considerable time in team planning and individual counseling in addition to researching and exploring how to teach their courses in new, exciting, innovative ways.

Representative units in Basic Studies include "Who Am I?" "Where Did I Come From?," and "Where Am I Going?" The courses are not designed, necessarily, to get the student "ready" for any other courses, but rather taught as if the student might never take another college course. Emphasis is upon the student learning more about himself, his immediate environment, his place in our future society. He is exposed to new points of view and new experiences with the hope that he will profit from Basic Studies regardless of what the future offers.

Redirection of vocational aspirations plays an important role in the program. Three trained counselors teach the Career Planning course and work closely with students in planning for the future. Success can breed success, and the Basic Studies program at Tarrant County has been proving this since its beginning in the fall of 1967. The following report is a revision and updated version of our first progress report of December, 1968.

TABLE OF CONTENTS

Page

CHAPTER ONE - "TARRANT COUNTY JUNIOR COLLEGE".....1

History.....1
The Challenge.....1

CHAPTER TWO - "STUDENT CHARACTERISTICS".....5

CHAPTER THREE - "PHILOSOPHY: GOALS AND OBJECTIVES".....18

Introduction.....15
Objectives.....15
Conclusion.....22

CHAPTER FOUR - "DESCRIPTION OF PROGRAM".....23

Physical Structure.....23
Course Offerings.....26
Student Schedule.....27
The Curriculum.....28
Innovation and Experimentation.....31
The Counselor's Role.....33
The Reading Laboratory.....35
Co-curricular Activities.....35
Total Environmental Press.....36

CHAPTER FIVE - "BASIC STUDIES FACULTY".....39

Humanities.....42
Natural Science.....42
Career Planning.....43
Communications.....44
Social Science.....44
General Faculty Responsibilities.....45
Specific Faculty Responsibilities.....45
Vertical Team Chairman Responsibilities.....47

CHAPTER SIX - "PROGRAM EVALUATION".....49

Student Perceptions.....49
Persistence in Basic Studies.....58
College Credits.....60
Accumulative Grade Point Average.....61
Academic Standing.....63
Evaluation Summary.....64

TABLE OF CONTENTS (CON'T)

Page

CHAPTER SEVEN - "FOLLOW UP OF FORMER STUDENTS".....67

CHAPTER EIGHT - "THE COURSE OF STUDY".....79

Synopsis Of Each Course.....79
Objectives.....82

CHAPTER NINE - "VERTICAL TEAM REPORTS, FALL 69-70".....87

Unit I - Who Am I?.....89

Vertical Team One.....89
Social Science.....89
Career Planning.....92
Natural Science.....95
Communications.....97
Humanities.....99

Vertical Team Two.....101
Communications.....101
Natural Science.....104
Social Science.....107
Career Planning.....110
Humanities.....112

Vertical Team Three.....115
Natural Science.....115
Social Science.....118
Communications.....122
Humanities.....126
Career Planning.....129

Reading Lab Evaluation.....134

Unit II - Where Did I Come From?.....139

Vertical Team One.....139
Social Science.....139
Career Planning.....142
Natural Science.....144
Communications.....147
Humanities.....151

Vertical Team Two.....153
Communications.....153
Natural Science.....155
Social Science.....157
Career Planning.....159
Humanities.....162

TABLE OF CONTENTS (CON'T)

Page

Vertical Team Three.....164
Natural Science.....164
Social Science.....166
Communications.....169
Humanities.....173
Career Planning.....175

Reading Lab Evaluation.....179

CHAPTER TEN - "VERTICAL TEAM REPORTS, SPRING '70".....183

Unit III - Societal Issues.....185

Vertical Team One.....185
Social Science.....185
Career Planning.....188
Natural Science.....191
Humanities.....194

Vertical Team Two.....196
Communications.....196
Natural Science.....200
Social Science.....206
Career Planning.....208
Humanities.....209

Vertical Team Three.....212
Natural Science.....212
Social Science.....214
Communications.....216
Humanities.....219
Career Planning.....223

Unit IV - Society of the Future.....229

Vertical Team One.....229

Vertical Team Two.....232
Communications.....232
Natural Science.....235
Social Science.....236
Career Planning.....238
Humanities.....241

Vertical Team Three.....242
Natural Science.....242
Social Science.....247
Communications.....250
Humanities.....253

TABLE OF CONTENTS (CON'T)

Page

Reading Lab Evaluation.....254

CHAPTER ELEVEN - "DECISIONS AND PROBLEMS".....263

Decisions.....263
Specific Problem Areas.....268

APPENDIX A - "EXPERIMENTAL AND CONTROL GROUPS, A FOLLOW-UP STUDY"

APPENDIX B - "STUDENT PROGRESS REPORT, 1968-69"

TABLES

		Page
Table 1	"Sex"	7
Table 2	"Race"	8
Table 3	"Level of Aspiration"	8
Table 4	"Vocational Choice"	9
Table 5	"High School Grades"	11
Table 6	"ACT Standard Scores"	11
Table 7	"ACT Composite Predictor Scores"	12
Table 8	"Student Evaluation of Program Components"	55
Table 9	"Student Evaluation of Program Needs"	56
Table 10	"Student Evaluation of Selected Activities"	57
Table 11	"Persistence in Basic Studies"	59
Table 12	"College Credits - Fall 1969"	60
Table 13	"College Credits - Spring 1970"	61
Table 14	"Fall Semester - Grade Point Averages"	62
Table 15	"Spring Semester - Grade Point Averages"	62
Table 16	"Academic Standing - Fall Semester 1969"	63
Table 17	"Academic Standing - Spring Semester 1970"	64
Table 18	"GPA Range in Other Programs - Fall"	69
Table 19	"GPA Range in Other Programs - Spring"	71
Table 20	"Results of Dignostic Reading"	261

GRAPHS

Graph 1	"Sequential Reading Test Results - Fall, 1969"	181
Graph 2	"Reading Tests - Team One"	258
Graph 3	"Reading Tests - Team Two"	259
Graph 4	"Reading Tests - Team Three"	260

FIGURES

Figure 1	"Sample Block Schedule"	24
Figure 2	"Vertical Team Integration Chart Unit I - Who Am I?"	30
Figure 3	"Vertical Team Integration Chart Personality of a City"	32
Figure 4	"Unit I - Who Am I?"	88
Figure 5	"Unit II - Where Did I Come From?"	138
Figure 6	"Unit III - Societal Issues"	184
Figure 7	"Unit IV - Society of the Future"	228

CHAPTER ONE

"Tarrant County Junior College"

Understanding the successes and failures of an experimental program is difficult unless specific features of the environment in which it operates are understood. Therefore, the first chapter of this progress report will present the facts and figures which demographically illustrate the Tarrant County Junior College District in Fort Worth, Texas.

History

Tarrant County Junior College District was formed by the voters of Tarrant County on July 31, 1965. By November 1, 1965, a seven member board of trustees had been appointed, and Dr. Joe B. Rushing assumed the position of President of the District.

Local revenue which supports this Junior College District comes from ad valorem taxes levied on property assessed at $785,-000,000 as of 1966 (estimated to be twenty-five percent of actual value). The Board of Trustees is authorized to levy a tax up to twenty cents on $100 for operation. For support and operation the District will also receive $400 per full-time equated student from state sources.[1]

By September 1967, the doors of the South Campus, the first of a proposed three campus county structure, opened. Through the foresight of the community, the board of trustees, and the administrative officers, the South Campus had all buildings in operation for its first academic year. Unlike many junior colleges starting from scratch, Tarrant County Junior College opened with a student center, learning resources center, and a gymnasium along with twenty-three various classroom facilities. Such a thorough start with the physical plant is superceded only by the College's philosophy of education.

The Challenge

The College's "open door" philosophy demands that no admission

---

[1] Overview and Guidelines: Planning Documents for Tarrant County Junior College District, Fort Worth, Texas.

criteria be enforced beyond a high school diploma or its equivalent. Thus, several immediate problems are at hand, for through these open doors enter students aspiring toward their educational dream. This presents the open door junior college with a student population so heterogeneous that it becomes impossible to make all students "jump the same educational hoops." Assuming then that different groups of junior college students need different educational programs, the greatest challenge facing junior college educators is one of developing an academic program which will meet the needs of those students who have experienced little academic success in high school and have scored very poorly on the college entrance examination.

These students are not new to the educational scene, for in the past they have been accommodated in one of four ways: (1) They were not accepted by the institution; (2) They were placed in the conventional liberal arts or university parallel programs; (3) They were placed in remedial or developmental courses and received no college credit; (4) They were placed in the technical, occupational, or career programs which the institution offered.

If one considers these four attempts at a solution to this problem, he becomes easily disenchanted with them. The very nature of the open door college has eliminated the first possibility, for all students are accepted by the college. The second method seems equally inadequate, for it requires the academically unsuccessful student to compete with the academically successful student at least on the basis of high school performance. This makes it virtually impossible for the less capable student to complete the course satisfactorily, for generally he is ignored and the class is taught at a level beyond his comprehension.

The third attempt at a solution is a good idea if one considers that its initial purpose was to aid students who are deficient in one particular area, yet academically capable to succeed in other university parallel courses. However, the ideal degenerates to the real, and these classes are filled with students for whom there is little hope. It becomes, in reality, a "weeding out" process where the college eliminates the academically weak after one or two semesters.

The fourth approach previously mentioned seems to function on the premise that those students who are not qualified for the college parallel program can certainly function in a technical

---

[2]The equivalent being successful completion of the G.E.D. score which will allow a student entrance the year of his class graduation.

capacity because "anyone can pass a technical course." Granted, some students may complete a technical program whereas they may never complete an "academic" program. However, the attempt to logically conclude that all students, regardless of their lack of motivation or lack of skills, enjoy the same success in a technical program is fallacious. In short, the attempts at solving this curriculum program inherent in the open door philosophy are far from satisfactory. In fact they are making the "open door" philosophy a "revolving door" reality.

The administrators at Tarrant County Junior College realized that in order to develop a comprehensive curriculum at the South Campus an educational program must be devised to meet the needs of those students who had achieved little academic success in the past. The Basic Studies Program was developed to meet the needs of this particular group of students. However, before any program could be established and its goals, objectives, and curriculum developed, it was imperative to examine in greater detail the student population to be served.

CHAPTER TWO

"Student Characteristics"

The student population to be served by the Basic Studies Program is not unique to Tarrant County Junior College. In fact the very nature of the open door philosophy encourages the entrance of junior college students with the following characteristics:

1. The student is a first semester applicant to Tarrant County Junior College.

2. The student desires a full-time, day schedule.

3. The student is between seventeen and twenty-one years of age. This criterion was added because the program is experimental and designed to accommodate approximately 300 students. Since there were many more students who met all criteria, the decision was made to work with the younger students.

4. The student scores below the 25th percentile on the American College Test composite score. The 25th percentile is the maximum score for the Basic Studies Program and was arrived at through educated guessing. However, it is now being more thoroughly researched.

5. The student indicates that his level of aspiration is an Associate of Arts Degree or beyond. The level of student aspiration is determined through the profile sheet of the American College Test. This criterion eliminates the student who desires a technical or vocational program and scores below the 25th percentile on the ACT composite. As this report indicates later on, this is not necessarily the best approach; but it was the approach used during our first three years.

6. The student achieved little academic success in high school. Generally this indicates that the student achieved a "C" average or below while in high school. The majority of the students had an accumulated high school grade point average of 1.9 or below based on a four point scale. It was also determined that ten percent of the students enrolled in the Basic Studies Program did not receive a high school diploma but instead passed the G. E. D. equivalency examination.

The two key factors in the selection of Basic Studies students are their ACT composite score and their level of aspiration. The ACT composite score considers the last semester of high school grades, which generally would refer to the first or second semester of the junior year; the student's standard score achievement on the test itself; and the local norms which have been established in the Texas junior college system. However, one would always be able to generalize this student population by converting the ACT 01-12 standard score or the college bound percentile score to another national entrance test.

The level of aspiration is a key factor because it generally indicates unrealistic educational goals. The students served by the program are weak in the basic skills as evidenced by their past academic performance and a battery of academic skill tests given during orientation. Yet they are in no way interested in a technical or occupational field. Burton Clark explains that this type of student is found in all open door junior colleges. It is his belief that many students who matriculated in September at a junior college declare themselves to be transfer students; yet they never transfer, but neither do they finish a terminal program. In the following statement Clark labels these students "latent terminal" and stresses the need to develop new and exciting programs for them.

> The basic problem in the Junior College is the processing of the student who falls between the transfer and terminal groups. Students with transfer intentions for the most part do not transfer, but neither do they complete the terminal curricula. Most terminate their education while in college but do so as drop-outs while pursuing transfer work . . . the administration of curriculum and instruction is centrally concerned with the processing of this in-between. . . . The battle of the production line in the junior college is to hold on to a good share of these students long enough to train them for an occupation or to add to their general education.[3]

In further support of the need of special programs for this group of students, Dr. Leland Medsker reports that nationally only

---

[3]Burton R. Clark, The Open Door College (New York: McGraw-Hill Book Co., Inc., 1960), p. 84.

about 1/3 of the students who enroll in transfer curricula do transfer. In other words, the junior college system is failing to provide meaningful educational programs geared to affect the person.[4]

Since Tarrant County Junior College is a new institution without tradition and red tape, an excellent opportunity is at hand. By recognizing the existence of this particular group of students and through a commitment to an experimental program, a very significant start was made. Yet, even with the amount of national research available, all showing this common weakness in curricula, an experimental program must be evaluated in light of the local student population which it services.

Attempts were made to not force any student into the Basic Studies program against his will. Admittedly, the choices open to the student if he did not choose Basic Studies were rather limited, for he had to select one of the following three educational plans: (1) He would register for remedial or non-credit courses. (2) He would enroll in a technical program which according to his level of aspiration on the ACT did not interest him. (3) He could become a part time student and select courses from the schedule at random. Since the Basic Studies program assists the student in earning 32 hours of college credit, the advantages of selecting this program are obvious.

The remainder of this chapter consists of data concerning the students in the Basic Studies program during the 1969-70 academic year. This data should enable the junior college administrator to compare student groups at Tarrant County with his own student population.

TABLE 1
SEX DISTRIBUTION

Total 309	
Male	220
Female	89

As expected the male population was almost three times greater than the female. This is somewhat indicative of the total Junior College enrollment pattern at Tarrant County and across the nation.

---

[4]Leland M. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Co., Inc., 1960), p. 112.

TABLE 2
RACE

	Male	Female
White	155	43
Negro	60	39
Latin American	5	7

There was a larger percentage of black students in Basic Studies than the total college (33% to 10%) allowing for much discussion and study of problems relating to race relations. There was at times some discussion among black students on campus about Basic Studies being a program where "all the blacks were placed." Statistics show this to be untrue, but attempts are made in Basic Studies to study many aspects of the black man's contributions to our society and way of life. For many students, both black and white, it was the first time they had been in class together, but after a few weeks of classes, the group members intermingled regardless of race. Also a larger Latin American population was expected; however, there have been relatively few students of Latin American background in the entire college. A study is now under way to try to determine the reasons for this situation.

TABLE 3
LEVEL OF ASPIRATION

	Number
Vocational or Technical Program	9
Junior College Degree	51
B. A. Degree or Equivalent	141
M. A., Ph.D., LLB., DDS., etc.	6
Undecided	90
No Data	38

This information on level of aspiration was taken from counseling information cards filled out by the students prior to their entrance into the Basic Studies program. Regardless of the students' past experience in education or their ability level, many still record an extremely high level of aspiration. For many, this is not an indication of what the student really wants to accomplish but rather what he thinks we as educators want him to accomplish.

The real importance of this aspect of the study is to measure the vocational choice at the end of one year of education to determine whether or not the student has changed his vocational selection to one which is more academically realistic. Approximately 125 students in the Basic Studies program this past year (69-70) indicated a vocational choice at the end of the year that showed a definite change in level of aspiration. This group had aspired toward a B. A. degree or beyond before the program, but indicated they now planned to work toward a two year degree or one year certificate program. For most, this was a much more realistic vocational choice after extensive counseling in Basic Studies than before.

Other students also made definite vocational choices after being undecided upon entering the program. Table 4 gives a summary of vocational choices made by students in Basic Studies this past year.

TABLE 4
VOCATIONAL CHOICE

Associate in Arts Degree	79
Associate in Applied Science	81 (total)
Drafting	12
Auto Mechanics	11
Com. Transportation	2
Teacher Aide	11
Mid Management	13
Fashion Merchandising	5
Medical Technology	2
Refrig. - Air Cond.	5
Auto Technology	3
Aerospace Technology	3
Office Occupations	7
Child Care	1
Electronics	3
Broadcast Communications	3

TABLE 4 (continued)
VOCATIONAL CHOICE

Military	7
One Year Certificate	25 (total)
Clerical	12
Business	8
Data Processing	5
Transfer	10
Training Programs Outside TCJC	21 (total)
Nursing	5
Civil Service	2
Airlines	1
TV Repair	1
Tech. Drafting	1
Carpentry	1
Dept. of Agriculture	1
Secretarial	1
Telephone Service	1
Business	5
Barber College	1
Welding	1
Undecided	15
No Data at Present	55

More will be said about our success in vocational redirection in the later chapters on program evaluation and team reports. Preliminary reports indicate, however, that we were more successful in our counseling this past year than we were in 1968-69 when we felt that too many students with very little academic potential chose to go into the university parallel program.

TABLE 5
HIGH SCHOOL GRADES*

Course	A	B	C	D	F
English	2	33	144	104	6
Math	6	36	127	110	12
Social Science	5	52	150	68	7
Natural Science	6	31	142	74	7

*These letter grades are the student's report on the ACT of his most recent high school term grades prior to his senior year in English, mathematics, social studies, and natural sciences.

The data indicates that the majority of the students in Basic Studies earned C and D averages in most of their courses in high school. There were those who earned B's and even a few A's, but for the most part there was a general lack of success academically. This lack of success in high school places an added challenge on the instructors and curriculum developers.

TABLE 6
ACT STANDARD SCORES
(Composite)

Scores	No. of Students
0 - 5	28
6 - 10	87
11 - 15	130
16 - 20	45
21 - 25	2
Not Available	17

The ACT testing program requires the student to take four tests in the areas of English, math, social science, and natural science. On each of these four tests the total number of correct responses yields a raw score. This raw score is converted into a standard score ranging from one to thirty-six, which is the maximum. In addition to the four areas of testing, ACT also has a composite score which is derived through averaging the scores of the four tests. Table 6 illustrates the composite standard scores of students in the Basic Studies program in 1969-70. About 79% of the students in our program scored below fifteen on this aspect of the ACT, indicating definite weaknesses in their academic preparation for college.

TABLE 7
ACT COMPOSITE PREDICTOR SCORES

Predictor Bands	No. of Students
0 - 5	129
6 - 10	44
11 - 15	30
16 - 20	2
21 - 25	29
25 or above	6
Not available	69

The ACT composite predictor score is derived from a student's high school grades as reported on the ACT Profile Analysis and the standard score which represents the student's achievement on the ACT test. The students in Basic Studies, with very few exceptions, fall below the 25th percentile on this score which indicates their predicted chances for success in a traditional liberal arts or universith parallel curriculum are very low.

In selecting candidates for Basic Studies, we examine both the ACT standard composite scores and the predictor scores. If a student scores thirteen or below on the composite, he is eligible for the program; or if a student scores below the 25th percentile on the predictor portion, he is also a candidate. Should a student fall into both of these categories, he is strongly advised to enter the Basic Studies program.

Once the initial problem has been identified and the characteristics of the students have been determined, it is then time for the program developer to establish the goals and objectives that his program is to accomplish. The goals and objectives of the Basic Studies program will be explained in Chapter Three.

CHAPTER THREE

"Philosophy: Goals and Objectives"

Introduction

Quite often one of the weakest segments of any educational program is the articulation of its goals and objectives. The assumption that educators determine their objectives before a curriculum is developed is, at least on the basis of this investigator's experience, erroneous. The goals and objectives which were to govern this experimental program were established, to a great extent, prior to the curriculum. A continuing re-evaluation of these objectives has been attempted to affect systematic curriculum changes.

The format used in expressing the general objectives, specific objectives, and procedures will be as follows:

I. The Roman numeral expresses the general objective.
   A. The capital letter designates a specific objective as part of the general objective.
      1. The numerical numbers will illustrate the procedure or means used to reach the objectives.

Basically there were three main objectives which seemed to encompass all that should be accomplished with these students and all that the students themselves should accomplish. In relating the specific objectives and their procedures, it becomes an impossible task to list everything which was attempted. Instead, representative activities and methods will be mentioned now, and a comprehensive description and evaluation of them will be presented in a later chapter.

Objectives

I. To assist the student in developing those personal qualities which will make him aware of his own self-worth and help him make a place for himself in his community

   A. To assist the student in developing a realistic self-concept

      1. A comprehensive testing program included an evaluation of the students in the following areas:[5]

---

[5]The entire testing program was administered by the counselors in career planning. They were also responsible for staff orientation regarding the results of the testing.

a) Personality type

b) Reading level

c) Verbal intelligence quotient

d) Non-verbal intelligence quotient

e) Vocational interests and abilities

f) Manual dexterity ability

g) System of values

h) Past academic achievement

i) Future goals and aspirations

2. A unit of study in social science was based on the development of a healthy personality and the causes and effects of personality derangement.

3. In a unit of study in career planning the student compared his abilities and interests with various occupational fields and the educational requirements for employment within those fields.

4. A comprehensive study of personal values and their relationships to societal organization was presented by the counselors in career planning.

5. Several inter-personal communication groups were set up on a volunteer basis. These semi-sensitivity groups were very successful in helping students understand themselves through the perception of their peers.

B. To assist the student in developing primary group relationships within the college environment

1. The student was scheduled to attend all of his small group discussion sessions with the same twenty-three students so that during the exchange of ideas within this group he became more aware of himself and his ideas.

2. Classroom discussions and debates were used pitting one block against another. Thus, the students were able to gain group identity and have something tangible with which to associate.

3. Faculty-student athletic competition allowed interaction between a student team formed by one or two

blocks of students and the faculty team consisting of many over-the-hill veterans.

4. Division-wide field trips allowed large numbers of Basic Studies students to form friendships outside their own blocks but within the division.

C. To assist the student in solving his financial problems while he is attending school

1. The Director of Financial Aids at the college helped the student procure government grants and/or Federally sponsored work-study positions on campus.

2. The Basic Studies counselors in conjunction with the Director of Financial Aids assisted in finding students part-time employment during the school year.

3. The Basic Studies counselors in conjunction with the Director of Financial Aids assisted the student in finding summer employment.

4. The students themselves developed a slush fund to be used by their peers who needed temporary financial assistance.

D. To assist the student in becoming aware of and taking part in his community and its resources

1. A unit of study in the social sciences presented the students with information concerning the social agencies, governmental structure, tax base, and legal representation.

2. The instructors in natural science guided the students' exploration of public health centers, citizens councils on air pollution, water pollution, and fluoridation. They also helped the students project the role of science within Fort Worth in the future.

3. The humanities curriculum included field trips to symphonies, art exhibits, and even Hemisfair and the State Fair to help the student better understand the role of the fine arts in his life.

4. The communications instructors assisted the students

in the understanding and analyzing of the mass media in Fort Worth. This included the Fort Worth Star Telegram, used as a text; television news reports; and motion pictures presented within the community.

5. The counselors teaching career planning assisted the students in a job study within the Fort Worth-Dallas area. This included the presentation of those jobs available, skill requirements, educational requirements, salaries, etc.

6. In all areas, field trips, guest speakers, action research projects, and video tape played a large part in making the curriculum "live" for the student.

II. To increase the duration of the student's involvement in college experiences and improve his chances of succeeding academically: Academic success takes many forms. It may mean transferring to a senior institution, terminating education upon the completion of the Assoicate of Arts, achieving an Associate of Applied Science through a technical program, or earning a certificate through a vocational program offered either through the college or through a community social agency. Academic success means the student has achieved proficiency in whatever skills are employed in the field of his choice. However, it is not necessary for all students to achieve this objective nor any objective, for this merely represents society's definition of success, not necessarily the individual's.

A. To provide a curriculum which is exciting and different from his high school experience in education

1. Offer a broad general education based upon the integration of subject matter around a central theme.

2. Consider concepts and skills as the important aspects of education and consider subject matter as one means of achieving the final goals.

3. Utilize all aspects of the community for field trips, classes, speakers, and "action" research papers.

4. Plan a popular film series which emphasizes the goals and objectives of a unit of study.

5. Make remediation peripheral to excitement and interest. Motivate then teach.

B. To familiarize the student with the many forms of academic success so that he will be able to select one of the forms which best fits his concept of self

1. Provide courses which are interdisciplinary in nature and will allow the student to sample its various facets.

2. Provide a multitude of speakers from various positions within the community to help emphasize that a college degree is not the only way to success.

3. Plan for a vocational interview where each student must discuss an occupational field with someone currently employed in the field.

4. Through career planning, require the students to observe six hours of classes in the other divisions of the college.

C. To assist the <u>student</u> in the development of basic communications skills

1. Provide special instruction in reading laboratory, a part of the communications course.

2. Provide individual instruction through the establishment of a writing laboratory.

D. To assist the student in discovering and then coping with his personal and academic problems

1. Reduce the number of hours which the counselor teaches by using a large group presentation (95 students), group counseling (23 students), and thus allow room for individual counseling. The large group--small group arrangement requires eight hours of teaching time per week and a student load of 120.

2. Through the vertical team meetings, students having individual learning problems can be identified and assisted.

E. To assist the student in applying the skills of communication and the concepts presented in each course to life situations

1. Assign "action research projects" which force the student to select a phase of his community and analyze

it according to the basic concepts presented. This requires the student to become familiar with his community and its operation rather than strictly using the library research.

2. Require an oral or written report of the action research where the student must state his viewpoint, define his terms, and clearly communicate his findings to his classmates.

III. To assist the student in realistically assessing his vocational objectives so that they are commensurate with his interests, abilities, and achievement

A. The student should be able to clearly communicate in oral or written form the results of his testing program.

1. Through group counseling the purpose of each test will be explained.

2. Through individual counseling each of the results will be interpreted.

3. The student will then be asked to apply his test results to the vocational field he wishes to enter. This will be required only after the student has had a chance to survey his vocational area and is able to state its requirements of education, experience, and job responsibilities.

B. The student shall be able to list five vocational occupations and the following requirements of each:

1. Type of education or training

2. Amount of education or training

3. Opportunity for advancement

4. Opportunity for additional education or training in each position

5. Amount of pay

6. Fringe benefits

7. Number of openings in Tarrant County and the employers

8. Any additional responsibilities

C. On the basis of individual research and class discussion the student should be able to judge how long this position will last with automation and cybernetics playing an increasingly important role in industry.

1. Offer the student assistance through management consultants.

2. Rely on the city plans of the Fort Worth-Dallas area to help students see what is already projected.

D. Assist the student in acquiring part-time or summertime employment in a position commensurate with his vocational aspiration.

IV. To assist the institution in making decisions regarding curriculum, cut off scores for program admittance, and an evaluation of the status quo

A. To be able to predict student success in the Basic Studies program through a continual correlation study of past student success in the program as compared to initial test scores

B. To determine which of the ACT entrance scores (composite predictor, local norm, standard score, or college bound percentile) should determine the cut off score for Basic Studies

C. To continually evaluate the students' progress both during the program and afterwards to determine with which group of students we have been most successful

D. To promote the practice of evaluating students in behavioral terms rather than abstract guesswork

E. To encourage other instructors to use a multi-media approach in teaching

F. To encourage other instructors to educate more for life and less for the restriction of life

G. To help others see that a curriculum based on <u>our</u> student characteristics is more sensible than a curriculum based on four year institutions

H. To make education fun and challenging for students and instructors alike rather than a torture chamber borrowed from the Middle Ages

Conclusion

The listing of goals and objectives is often a difficult and seemingly unrewarding task. They can make the researcher dismayed when he discovers so little accomplished. The goals and objectives stated here are not as behavioral as they should be; thus, many have been rewritten and revised. These are, however, the objectives, written or silent, upon which the program was established. Chapter Four will explain the next step in this evolutionary process: the development and description of the program itself.

CHAPTER FOUR

"Description of Program"

One of the basic dangers of describing an innovational program is the acceptance it often receives before the results are carefully researched. Although the structure and philosophy of this program are sound, many areas need to be carefully studied and documented before acceptance is warranted. The description of the program which is to follow is not an attempt at brainwashing; it merely represents what was attempted during our first three years. To facilitate an understanding of the program the chapter is broken into several parts and related inductively.

Physical Structure

Before any student enrolled in the Basic Studies Program, the student schedules had been "packaged." This packaged schedule, for lack of a better name, has been referred to as the block schedule. It is composed of the courses, hours, and rooms in which the classes will meet. (See Figure 1)

The rationale and the advantages and disadvantages of block scheduling will be discussed in the next section, which considers the schedule in depth. The important aspect now is that there were fifteen blocks of students last semester and each block contained approximately twenty students.

These fifteen blocks were then numbered one to fifteen and divided into three groups: one through five, six through ten, and eleven through fifteen. This division of blocks enabled us to formulate the vertical team structure. A vertical team is composed of six faculty members representing humanities, natural science, social science, communications, and career planning, and reading.

FIGURE 1

SAMPLE BLOCK SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8	PE		PE	Reading Lab-- ACB 128	PE
9	*Social Science 12,14--ACB 121	Natural Science-- SCI 104		Communications-- ACB 128	Reading Lab-- ACB 127
10		Natural Science-- SCI 104		Career Planning-- ACB 105	
11	Humanities-- ACB 122		Humanities-- ACB 105		Communications-- ACB 128
12	*Natural Science-- 11,12,13-SCI 107	Social Science-- ACB 130	Career Planning- ACB 128	Social Science-- ACB 130	*Natural Science-- 11,12,13--SCI 107
1		*Communications 11,12,13--ACB 168	FIELD TRIPS	*Humanities 11-15 ACB 168	
2			AND GUEST		
3			SPEAKERS		

*These times are used by the various courses for large group meetings of sixty or more students.

The vertical team structure served several important purposes in the program: (1) It enabled the members of the team to work with the same five blocks of students; thus, a student did not become lost in the shuffle. (2) It enabled the instructors to integrate their individual disciplines around a central theme or topic. (3) It provided an excellent self-contained unit where instructors were responsible for and excited about curriculum development. (4) It was an educationally sound and mechanically feasible vehicle by which the program could expand to include 1500 students without losing the personal rapport with the student.

One final responsibility of the vertical team members was the coordination of the flexible scheduling. Within the program the instructor was able to use: the small group discussion consisting of approximately twenty students; the lecture group which consisted of three of the five blocks of students at one time and two others at another time; the large group presentations which consisted of five or ten blocks of students; and the individual learning units in the Learning Resources Center.

The small group discussion was the most used of the four techniques. Through using group discussion the student became a participating force in the educational experience rather than a passive retainer that some instructor used to bury facts of the past. This is not to say that the discussion sessions became gab fests or coffee clatches, for one of the underlying skills taught early in the first semester was how to participate in group discussion and make it work. Thus, the student was expected to transfer this skill throughout the entire program enabling all instructors to utilize this approach. The group leader, who may or may not be the instructor on any given day, stated the problem or issues which were discussed during the hour. From then on it was an organized but often free-wheeling discussion where the students assumed the majority of the responsibility for the content of the assignments.

The large group presentations were used for the most part for a symposia, panels, and individual presentations by guest speakers. The speakers generally resided and worked in the Fort Worth community, and their presentations usually initiated or culminated a unit of study. Over fifty guest speakers were used this year. Their topics varied from a vocational job description, to a debate on evolution versus the story of creation, to a symposium on the future of Fort Worth, which was presented by the city planners. We found that the guest speakers were not only well received, but in many cases they were asked to return for small group meetings with the students. In fact the speakers were just as impressed as the students, for they asked to return to observe and participate in the program during their free time.

The reading laboratory was offered to the student two hours per week as a laboratory experience in communications. At this point both classroom and laboratory instruction were utilized since there were three distinct groupings of ability:

1. Students reading above 10.5 grade level
2. Students between 7.5 and 10.0 grade level
3. Students between 3.0 and 7.0 grade level

The last course in which the student was enrolled was physical education. This course was taught by instructors from the Division of Physical Education and was not integrated through the vertical team. There were two reasons for the inclusion of this course in the student's curriculum. First, there is a four hour physical education requirement for the Associate of Arts degree and second, it enabled the student to mix with students from other areas of the college.

The student's academic program for first and second semester was as follows:

First Semester

Course	Credit Hours	Contact Hours
Communications I	3	5*
Social Science I	3	3
Natural Science I	4	4
Humanities I	3	3
Career Planning I	3	3
Physical Education 1611	1	3
	17	21

*The additional hours of contact were scheduled for the reading laboratory.

Second Semester

Course	Credit Hours	Contact Hours
Communications II	3	5*
Social Science II	3	3
Natural Science II	4	4

Second Semester (continued)

Course	Credit Hours	Contact Hours
Humanities II	3	3
Career Planning**	3	3
Physical Education	1	3
	17	21

*The additional hours of contact are scheduled for the reading laboratory.

**The career planning course was optional for a few second semester students so that they were able to take one class in the University Parallel Program, one of the Technical Programs, or one of the Vocational Programs.

Student Schedule

One of the main considerations in having twenty or more students follow the same block schedule was the establishment of an educational peer group. Most educators are aware of a certain type of student who enjoys the last row of a traditional classroom where the rear corner seat is a prized possession to be gained only by coming early to class. Educators also realize that the junior college has little holding power as far as this group of *students is concerned, for the student is not* outwardly faced with the stigma of "dropout" as is his counterpart at a four year institution. Part of this is due to his commuter college setting, for since he is seen in the community everyday, there is no apparent realization of failure which is usually exhibited when a four year college student returns home in the middle of the year.

The most important aspect of educating these students is first holding them so that they can have a chance of being affected. Through the block scheduling approach peer groups are formed not through propinquity, but rather through the educational associations they have with each other. Combined with the afore mentioned discussion circle, the students put pressure on one another to turn in assignments and attend class rather than having the pressure come from the authority figure. Thus, this peer group development was one key philosophical point on which the block schedule structure was based; however, there were other advangates to the schedule as depicted in Figure I.

One advantage was that a time for field trips, guest speakers, and team activities was built into each block schedule. No matter what methods were employed, they remained directly related to the classroom unit discussions.

There was quite a bit of flexibility in the schedule, permitting teachers to combine classes at certain times and to plan special activities involving all the blocks. The student's free hours were scheduled so that they could be used as an informal meeting time between students and faculty members or even for groups of students who found themselves working on a combined project in one of the classes.

We also realized that many if not most of our students needed part time employment. The free hours provided in the schedule were also to be used in the completion of the majority of the student's assignments while on campus. Considering this, the student should have been able to leave the college and spend several hours in part time employment without seriously injuring his chance to succeed academically.

The block schedule has provided some of the freedom freshmen seek, yet imposed some structure which the authoritarian portion of their personalities and past experiences expected to receive.

The Curriculum

The development of the curriculum became one of the most difficult tasks for the faculty member. It was difficult because the very nature of the program's philosophy and structure demanded that a unique and innovative approach be used. In addition to this general requirement there were four specific guidelines established for the faculty members.

1. The prime factor in the development of a curriculum was integration. The vertical team was given the topic of "Who Am I?" for the first unit. It then became the job of each discipline specialist to select those portions of his discipline which helped the student to determine who he was. Thus, the general objective of each unit of study was to present the student with a coherent whole, so that he perceived the interrelationship of knowledge.

2. Each individual course was to be developed assuming the student would never take another college course. Thus, the instructor carefully investigated his individual discipline and decided which concepts and skills would be most beneficial to the student.

3. The third responsibility of the faculty member resulted directly from the decision to use a general education approach. Each course would be interdisciplinary. This forced the faculty member to rely on the different areas within his discipline as well as integrating the total discipline with the others on his vertical team. Thus, social science instructors utilized the concepts of sociology, psychology, and anthropology to show the student who he really was.

4. The last requirement was probably the most difficult, for it forced the faculty member to establish behavioral objectives which the student was to accomplish. As a guide the staff members used Robert Mager's book Preparing Instructional Objectives. Although the objectives were weak in many instances, this procedure did force them to think about what they wanted to teach, how to teach it most effectively, and how to objectively evaluate the student's progress. One major advantage was that the student was required to learn and apply concepts rather than remember facts. Thus, through critical thinking rather than rote memorization the curriculum started to become innovative rather than traditional.

Since the vertical team reports are very comprehensive, it is not necessary to give a great deal of specific information at this point. However, two integration charts have been added here to give a clearer picture of the integration which took place.

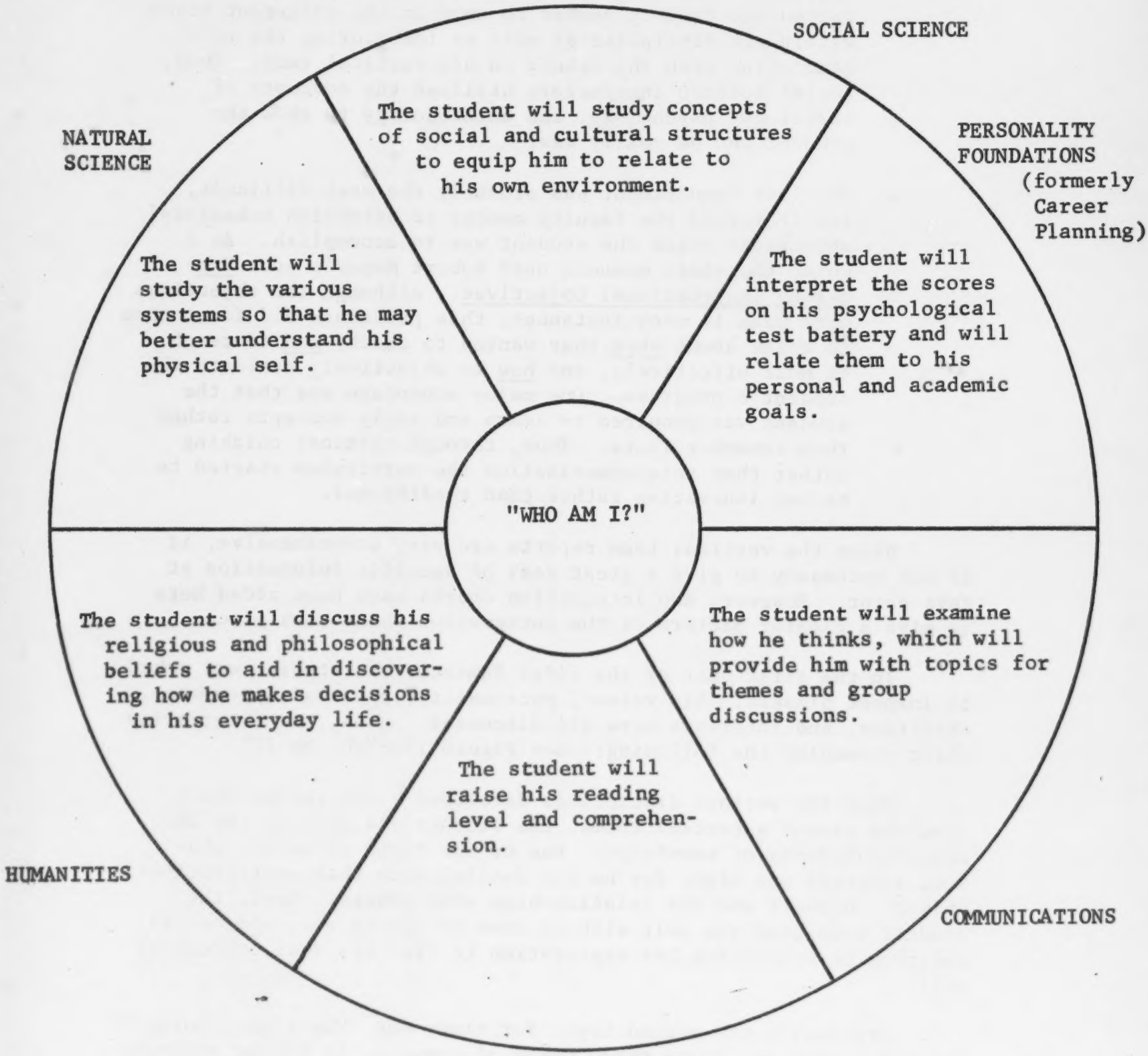
In the first unit of the first semester the student was asked to inspect himself: his values, personality, physical appearance, abilities, and interests were all discussed. Thus, the integration chart resembled the following: See Figure II--"Who Am I?"

When the various disciplines developed a curriculum which revolved around a central theme, the student was able to see the interrelatedness of knowledge. Due to the topic selected, student interest was high, for he was dealing with that most precious object: himself and his relationships with others. Last, the student completed the unit with an idea of who he was, and he was desirous of continuing his exploration to find his real concept of self.

Originally the second topic for study was "Where Am I Going?" However, after the first three weeks of courses, it became apparent that the students were interested in another question "How Did I Get Here?" The students seemed to feel that since they were interested in the differences of their religious beliefs, the only source to which they could turn would be the Holy Bible. The con-

FIGURE 2

UNIT I: "WHO AM I?"


SOCIAL SCIENCE
NATURAL SCIENCE
PERSONALITY FOUNDATIONS (formerly Career Planning)
The student will study concepts of social and cultural structures to equip him to relate to his own environment.
The student will study the various systems so that he may better understand his physical self.
The student will interpret the scores on his psychological test battery and will relate them to his personal and academic goals.
"WHO AM I?"
The student will discuss his religious and philosophical beliefs to aid in discovering how he makes decisions in his everyday life.
The student will examine how he thinks, which will provide him with topics for themes and group discussions.
The student will raise his reading level and comprehension.
HUMANITIES
COMMUNICATIONS
READING IMPROVEMENT

flict of evolution versus creation was the focal point, but the discussion of the semitic tribes and customs was added by the social science instructor and a background in language, word usage and interpretation of words was presented by the communications instructor.

The main reason for mentioning the example is to illustrate how flexible the instructor and vertical team must be to capitalize on student interest yet still strive to develop the underlying skills and concepts of the program. Apparently they had not had this interest in their previous educational experiences, and it was now available only because our main goals dealt with concepts and skills, not subject matter per se.

As one last example of an integrated unit a unit of study sometimes used during the second semester is presented. See Figure III: "Personality of a City." At this point the student was aware of himself, his primary group relationships and the responsibilities society has placed upon him. It was felt that he should be aware of the organizational concepts of society and how these related particularly to his community of Fort Worth.

Innovation and Experimentation

The fact that the administration of Tarrant County Junior College was desirous of having a program developed for this level of student is evidence of the fact that they wanted innovation in education. This desire to try something new permeated the entire Basic Studies Division causing a number of "different" approaches as far as Texas is concerned. The innovations which are listed here are those that were actually in operation during the past three academic years.

1. The development of a one year general education curriculum which was integrated around specific units of study

2. The use of the vertical team as an administrative and curricular entity (opposed to the traditional departmental administrative structure)

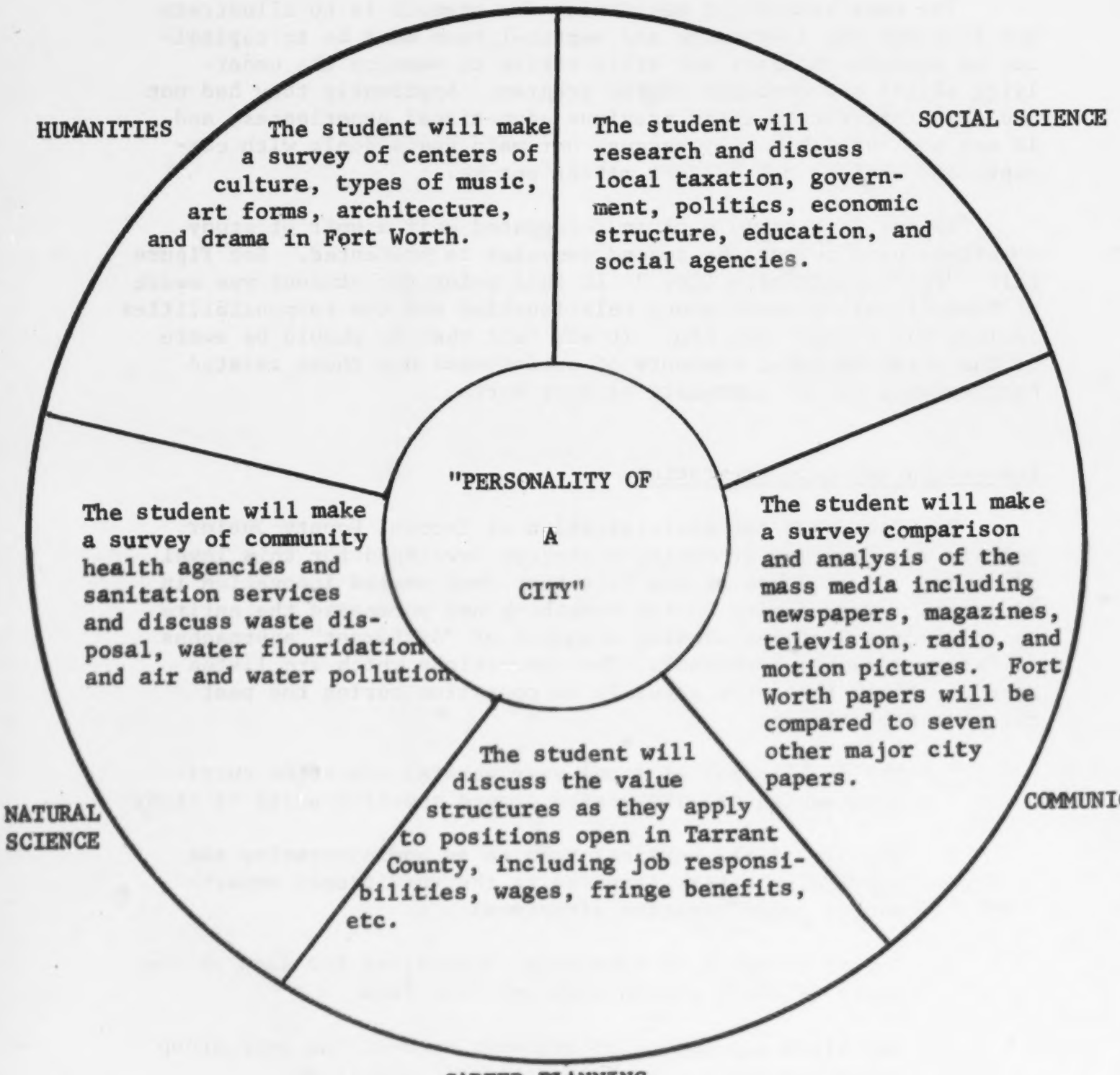
3. The development of behavioral objectives for each of the units of study within each vertical team

4. The block scheduling of students emphasizing peer group relationships to reach educational objectives

5. The utilization of large group-small group-auto-tutorial instruction in all of the classes

FIGURE 3

VERTICAL TEAM INTEGRATION CHART UNIT IV "PERSONALITY OF A CITY"


HUMANITIES
The student will make a survey of centers of culture, types of music, art forms, architecture, and drama in Fort Worth.
SOCIAL SCIENCE
The student will research and discuss local taxation, government, politics, economic structure, education, and social agencies.
"PERSONALITY OF A CITY"
The student will make a survey of community health agencies and sanitation services and discuss waste disposal, water flouridation and air and water pollution.
The student will make a survey comparison and analysis of the mass media including newspapers, magazines, television, radio, and motion pictures. Fort Worth papers will be compared to seven other major city papers.
NATURAL SCIENCE
COMMUNICATIONS
The student will discuss the value structures as they apply to positions open in Tarrant County, including job responsibilities, wages, fringe benefits, etc.
CAREER PLANNING

6. The presentation of factual material via audio tapes in the Learning Resources Center

7. The use of video tape to emphasize discussion skills and other presentations made by guest speakers

8. The utilization of various buildings and centers in Fort Worth for teaching purposes

9. The administration of a comprehensive psychological test battery to assist the student in arriving at a realistic concept of self

10. The development of a student rating scale to help faculty members evaluate the program as well as their own instruction

11. The development of several packaged units of study which include the pre test, behavioral objectives, vocabulary list, outlines of lectures, reading material, supplementary aids, post test

12. The decentralization of the counseling center so that Basic Studies counselors' offices were located with the other members of the vertical team

13. The development of program materials by members of the Basic Studies Division

14. The creation of informal interaction between students and faculty through athletic activities, cultural field trips, symphonies, and other exhibits

15. A planned schedule of guest speakers utilizing people from the Fort Worth community as well as staff members from the other divisions

16. The assigning of action research papers in conjunction with the library research paper

The Counselor's Role

The assignment of a counselor to a vertical team brought forth a professional debate which has raged on and on for years. Although it is generally agreed that it is at best a difficult task to teach and counsel with the same students, it is my feeling that in this unique situation the advantages outweigh the disadvantages. The responsibilities of the counselor on a vertical team in the Basic Studies Program are as follows:

1. He assists the instructor in understanding special case problems and in further suggesting or working with the instructor in determining alternative solutions to the problem.

2. He contributes to integration:

   a) Integrating Career Planning with the other areas

   b) Contributing to integration of any of the other areas (outside Career Planning) with the remaining areas

3. He interprets psychological tests to other faculty members by explaining statistical data as well as their implications for the instructor.

4. He works with attendance problems and assists the student in working out those problems which may be a contributing factor to non-attendance.

5. He shows how vocational interest tests can be used in planning course curricula.

6. Within ethical limits, he relates the personal problems of the student to the instructor so that he can be more understanding and patient with the student.

7. The counselor works with the student in improving study skills in particular course areas.

8. He serves as a "resource person" in problem cases, such as possible emotional disturbances.

9. He acts as a referring agent to community agencies such as Tarrant County Mental Health, etc.

10. He passes on to the other team members any information which may have been disseminated at the meetings of the Counseling Department. (This may include policy statements, or sequence of courses which might be of interest to the team members in making recommendations for the student's future enrollment.)

11. He is an instructor for the career planning course.

12. He has individual and group counseling sessions with all students on his vertical team.

Getting to know these students in a teaching situation makes them extremely close to the counselor. However, it has been demonstrated that due to the vertical team structure students have called upon all members of the team to act as "personal" counselors.

The Reading Laboratory

The reading laboratory was conceived as part of the communications course and was conducted by a reading specialist. Although her primary responsibilities were with the laboratory itself, she was also a reading consultant to faculty members helping them diagnose some of the basic reading problems students had.

The general objective of the Basic Studies Reading Lab is to develop basic reading skills that will enable the deficient reader to not only cope with college textbook materials but also enjoy reading as a source of entertainment and enlightenment outside the classroom.

During this past academic year, our reading staff was composed of one full time instructor-coordinator and two lab assistants. Each was assigned to a vertical team and was responsible for working with only those students on his team.

Next year reading will become a separate one hour course entitled "Reading Improvement." It is hoped that this will improve attendance and interest in the lab, two problems which have existed since reading has carried no credit as such but has been an adjunct to the communications course.

A more detailed report of the objectives and activities of our lab will follow in the chapter on team reports.

Co-curricular Activities

Since a commitment was made to present the Fort Worth Community to the students and the students to the community, many experiences were planned to present the student with "live" contact.

The first method used was the field trip. By having students meet the instructors at Harris Hospital, City Hall, Cinema Theatre, Scott Theater, etc., staff members were able to conduct classes in an on-the-spot atmosphere using the equipment and employers as resources. This not only gave the instructor a more accurate presentation, it also helped demonstrate to the student that learning takes place beyond the classroom.

The second method used which brought students and community together was the assigning of pre tests which could only be completed by contacting various agencies within the community. The students were asked such questions as:

1. Is our tax structure in Fort Worth equitable?

2. Which social agency aids unwed mothers?

3. Is there a place for people without financial means to receive free medical aid?

4. Where can you go to see live performances in the fine arts?

These are just a few of the questions for which the students were responsible. In fact it took the faculty members several trips around the city before they were able to answer the pre test.

After the pre test had been completed and discussed, many students chose an area of the community to research. An example would be the John Peter Smith Hospital, which assists those people in financial need. The student did an analysis of financial backing, job responsibilities, space available, etc. From this study and consultation with members of the hospital, he was able to attempt a prediction of future needs.

The third activity brought community leaders, businessmen, and clergymen to the campus to speak to the students in large and small groups. During the year over sixty community people donated their time and energy to help our students better understand the responsibility of citizenship, vocational futures, religious thought, governmental structure, and everything which makes a community live.

It is difficult to express in words the motivational impact these co-curricular activities have had. The enthusiasm and desire to learn seems to radiate on faces which were before expressionless. The additional work and responsibility they required was more than rewarding.

Total Environmental Press

In summarizing the program description, the total environmental press seems to encompass everything as well as any phrase could. One of the reasons for the success of this program has been this totally dynamic environment into which the student has been placed. This allowed the vertical team, the curriculum, the physical structure, and the co-curricular activities to have a total impact upon the student. It has permitted us to maintain a constant contact with student and staff alike.

Without the total program concept, our results would be as disastrous as many other programs offered for this level student.

The traditional remedial approach offers no solution to the problem of students getting lost in the shuffle, and these students can least afford it. The staff members themselves need to belong to the program and serve directly under its director. If they do not feel a part of this total environment, it is difficult to spend the amount of time required to really develop an innovative program. Because these staff members are so important, the next chapter will deal with the faculty members and their responsibilities.

CHAPTER FIVE

"Basic Studies Faculty"

The faculty is the most important part of any program regardless of any goals or objectives established. Thus, a chapter devoted to the qualifications, past experiences, and responsibilities of future prospective faculty members seems essential in a program description.

The general qualifications of faculty members in this program are probably similar to any list of qualifications established by an institution of higher education. Since the regional accrediting agencies still hold to the academic tradition, a master's degree is almost imperative. However, due to the nature of an innovative program, some exceptions have been made to the traditional "Master's of Arts Only" policy. Because the courses are interdisciplinary in nature, a candidate who has an M.Ed. in social sicence would be a tremendous asset. His varied education, which may require him to take courses in four or more social science areas, would better enable him to develop a curriculum than would a strict master's degree in history.

A candidate's past educational experience is considered when he applies for a position in Basic Studies. First, experience with students of this caliber is an asset to the instructor and program alike. This, however, is not essential, for many extremely vibrant instructors have never had an opportunity to work in similar programs. However, several years of teaching experience in general is more feasible than no experience at all. One other realm of experience that is very beneficial is the candidate's past use of instructional media. Since so much is done in this area within the program, past experience can expedite the transition from one position to another.

The third general area of consideration is personal qualifications. The instructor's personality must enable him to communicate with other people and especially with the students. His educational philosophy must coincide with the belief of the program if he is to be happy in what he is doing. His willingness to work, his open-mindedness, and his ability to cooperate with others are all important in a successful faculty member.

After the selection criteria was established, the following staff members were employed for the 1969-70 academic year:

Vertical Team 1-5

Marilyn Monger, Team Chairman and Instructor, Social Science
B.A., Texas Christian University
M.A., Texas Christian University
Professional Experience: High school teaching, five years; junior college teaching, three years.

Durwood Foote, Instructor, Natural Science
B.S., East Texas State University
M.S., East Texas State University
Professional Experience: Junior college teaching, two years; public school teaching, four years.

Don Hankins, Counselor and Instructor, Career Planning
B.S., North Texas State University
M.Ed., North Texas State University
Professional Experience: junior high teaching, three years; high school counselor, two years; junior college teaching, one year.

John Rosenbalm, Instructor, Communications
B.A., North Texas State University
M.A., North Texas State University
Professional Experience: university teaching, one year; junior college teaching, three years.

Sandra Ross, Instructor, Reading
B.A., University of Texas at El Paso
M.Ed., University of Arizona
Professional Experience: Junior high teaching, five and one-half years; high school teaching, one and one-half years; junior college teaching, two years.

Ronald Stocker, Instructor, Humanities
B.A., Wayne State University
M.A., Wayne State University
Professional Experience: public school teaching, one year; junior college teaching, two years.

Vertical Team 6-10

Mary Lyons, Team Chairman and Instructor, Communications
B.S.M.E., Kansas State University
M.A., Midwestern University
Professional Experience: high school teaching, seven years; junior college teaching, three years.

Von Dunn, Instructor, Natural Science
B.S., West Texas State University
M.T., Southwestern State College
Professional Experience: high school teaching, six years; junior college teaching, three years.

Dennis Hilton, Instructor, Social Science
B.S., North Texas State University
M.S., East Texas State University
Professional Experience: high school teaching, four years; junior college teaching, one year.

Sue Scott, Asst. Professor, Humanities
B.A., Texas Christian University
M.A., Texas Christian University
Professional Experience: University teaching, five years; junior college teaching, two and one-half years.

Abe Washington, Counselor and Asst. Professor, Career Planning
B.F.A., Texas Southern University
M.Ed., North Texas State University
Professional Experience: high school teaching, nine years; high school counselor, 1 year; junior college teaching, two years.

Vertical Team 11-15

Allen Triplett, Team Chairman and Asst. Professor, Natural Science
B.S., Sam Houston State College
M.Ed., Sam Houston State College
Professional Experience: high school teaching, four years; junior college teaching, six years.

Jean Crow, Instructor, Humanities
B.A., Texas Christian University
M.F.A., Texas Christian University
Professional Experience: public school teaching, two and one-half years; university teaching (part time), one year.

Jackson Eng, Asst. Professor, Social Science
B.A., University of Texas
M.S.W. Worden School of Social Service
Professional Experience: planning associate with Tarrant County Community Council, one year; junior college teaching, two years; welfare training specialist for Texas Department of Public Welfare, two years.

Bill Knox, Asso. Professor, Communications
B.A., Tulsa University
M.A., Oklahoma State University
Ph.D., Texas Christian University
Professional Experience: high school teaching, four years; college teaching, seven years.

Triesha Light, Counselor and Instructor, Career Planning
B.S., East Texas State University
M.Ed., East Texas State University
Professional Experience: university teaching, one year; junior college teaching, one year.

After the faculty members served one semester in the program, they were requested to write a course description and faculty position requirements. These specific descriptions follow:

HUMANITIES

Description: The first semester is a study of art, literature, and music and the philosophical and religious concepts which inspire them. Special emphasis is placed on the eternal questions Man has pondered regarding his relation to the Universe.

During the second semester an examination of contemporary society and the individual as reflected in art, literature, music, and architecture will be made.

Qualifications: M.A. degree in Humanities or M.A. in art, literature, music, philosophy, or religion with a strong background in the other areas.

Personal and Professional Preferences: The applicant must have the ability to integrate ideas and methods within a team composed of faculty from the five disciplines of the Basic Studies Program.

NATURAL SCIENCE

Description: During the first semester the student will explore the effects of heredity, evolution, and reproduction

on the individual. The course will include laboratory experiments, field trips, and guest speakers. During the second semester the student will explore present day problems of society in the areas of disease, air and water pollution, public health, nutrition, waste disposal, safety, mental health, drugs and narcotics. Chemistry, biology, and community health will also be presented. The second semester will include laboratory experiments, field trips, and guest speakers.

Qualifications: M.S. degree in science with emphasis in biology is desired. A background in chemistry and ecology would also be an asset.

Personal and Professional Preferences: Desired qualifications include past educational experience and desire to work with low ability students and the ability to work within a team composed of faculty from the other disciplines of the program.

CAREER PLANNING

Description: The first semester of career planning, an orientation to TCJC, will include college policies, academic information, student services, and a survey of the learning resources center. Emphasis will be placed on the individual's understanding of himself through past achievement, test scores, and academic and career goals. Also, the student will be introduced to the world of work. Further emphasis will be placed on helping the student develop basic study habits essential to his success in college.

The second semester of career planning will be a continuation of the first semester with additional opportunities to explore various careers. Local job opportunities will be studied in terms of entrance requirements, salaries, duties, advancement pattern, conditions of work, fringe benefits, and supply and demand of workers. In addition, results of psychological tests and counseling interviews will be used to focus attention on the student's interest, aptitudes, personality type, and especially, his values and attitudes.

Qualifications: A master's degree in counseling, guidance, or a related field is required. An applicant should practice the student-centered philosophy of education to be a part of this program.

Personal and Professional Preferences: The applicant should possess an ability to develop a meaningful relationship

with the students, the ability to assist the other members of the interdisciplinary team in reaching a better understanding of the student's ability level and individual learning problems, the ability to articulate and practice a student-centered approach, and the ability to teach as well as counsel.

COMMUNICATIONS

Description: During the first semester this course will include the fundamentals of English as a communications tool. It will emphasize functional writing for successful completion of writing assignments throughout the Basic Studies Program, successful oral communication through the presentation and logical development of an idea in conversation and group discussion, and reading improvement through work in the developmental reading laboratory.

The second semester of communications will be a continuation of the first semester with emphasis upon reading, understanding, and critically analyzing articles from mass news media and selections from modern literature.

Qualifications: Master's degree or equivalent in English-speech area is required. A basic background and knowledge about semantics and discussion skills is very desirable.

Personal and Professional Preferences: The applicant must be able to apply writing skills to other areas of the program. He must also be willing to read student themes which often do not contain sentences and show willingness to help develop an English curriculum which is different from the traditional.

SOCIAL SCIENCE

Description: During the first semester the student will explore the concepts of personality development, cultural origins, and his own role within his family and peer groups.

Qualifications: A master's degree in sociology, history, or social science is required.

Personal and Professional Preferences: The applicant must be able to integrate material with other disciplines. He must have a sense of humor, individual creativity, and the ability to establish rapport with students.

General Faculty Responsibilities

"No personnel of Tarrant County Junior College District has more opportunity to serve than members of the faculty. It is these persons who have regular, day-to-day communication with students, and it is fitting that while faculty members are responsible to department and division chairmen, and to the Dean of Instruction, and the Campus President, they have great responsibility to students, whom they are challenged to teach in the most effective manner possible."[6]

It is felt that responsibilities of faculty persons thus embrace much more than teaching assignments. (1) Teachers must determine to keep abreast of new teaching techniques, and keep in close touch with changing philosophies in their fields.

At the same time, it is believed that faculty persons will realize that in a community junior college, one of the most prized aspects of education is a (2) healthy teacher-student relationship, and that considerable time should be spent by teachers in (3) conference sessions with students outside of regular class hours. Too, faculty members are encouraged to maintain (4) broad horizons concerning graduate work, research, workshops, and other similar opportunities calculated to make them better teachers.

Being prepared, cheerful, willing and eager to serve, responsive to change, and maintaining a constant dedication to serve students make responsibilities of faculty unique challenges.

It is understood that total conduct and appearance of faculty personnel should be such that students would do well to strive to emulate them.[7]

Specific Faculty Responsibilities

During the semester the faculty member in the Basic Studies Program must be able to:

1. Attend vertical team, division, and general faculty meetings

2. Use different phases of media to improve student motivation and teacher instruction

3. Observe classes of instructors on his vertical team

---

[6]"Tarrant County Junior College Handbook," p. 25.

[7]Ibid., p. 26.

4. Integrate his discipline with the other disciplines in a vertical team setting

5. Write operational objectives for each unit of study before initiating the unit

6. Write the syllabus for each semester's course

7. Write an evaluation of his courses and teaching at the end of each semester

8. Evaluate the student's academic ability and academic program at the completion of the Basic Studies experience

9. Participate in co-curricular and extra-curricular activities with the students

10. Accept the assumption that students are a lot like human beings--people even

Vertical Team Chairman Responsibilities

The vertical team chairman has replaced the traditional department chairman in the Basic Studies Division. Although the duties and responsibilities of the vertical team chairman are essentially administrative, they encourage innovation more than supervision. The major responsibilities of the vertical team chairman require him to:

1. Call meetings of his vertical team

2. Act as discussion leader or coordinator of the meeting

3. Make administrative announcements from the Division Chairman

4. Attend vertical team chairmen meetings called by the Division Chairman

5. Coordinate the integration of the disciplines around each instructional unit

6. Assist each vertical team member in the writing of operational objectives for each unit

7. Assist each vertical team member in the development of methods of evaluation at the completion of each unit

8. Coordinate the field trips, speakers, and other co-curricular activities within the vertical team and the division

9. Evaluate each member's performance within the vertical team

10. Coordinate major assignments expected of the students during the semester

11. Coordinate the placement of students within the college after the completion of the Basic Studies Program

12. Evaluate the curriculum within his vertical team

13. Coordinate the grade distribution information within the vertical team

14. Act as an advisor to the Division Chairman

15. Coordinate textbook requirements within the team

Once the program had been developed and had been in operation, an evaluative study was needed. This task, admittedly a most difficult one, nevertheless, was essential. Chapter six presents the results of a partial evaluation of the program.

CHAPTER SIX

"Program Evaluation"

A great deal of time and energy has been expended in an attempt to evaluate the Basic Studies program after its first three years of operation. There have been limitations, however, which have prohibited as extensive research as we would have liked.

A lack of professional competance in statistics within the institution and lack of funds to secure a professional from outside the college on a continuing basis made certain statistical studies impossible. A great deal of difficulty was experienced in acquiring standardized scales to measure effectively the changes in attitudes and values.

Very little released time has been available for those faculty members who helped compile materials found within this report. Also about a third of our faculty were new to the program this past year and although it was initially believed that the goals and objectives were clearly and objectively stated, it has been difficult for many of us to measure whether or not they had been achieved since they were stated in subjective rather than objective terminology.

Student Perceptions

Throughout this report and indeed throughout the operation of this program, the student has continually been at the apex of the structure. Since the physical structure, the curriculum, and the policies were developed with the student in the foreground, it was felt that the student had a responsibility in the evaluation of the program as well. Realizing that the student could only offer his perceptions of the program, both formal and informal channels were established to reach this end. Informally, feedback was obtained through the small group discussions, individual conferences with faculty members, and day-to-day entries in the student's class log or journal. The formal communication occured in two ways: (1) a student advisory council, which consisted of two student representatives from each of the fifteen blocks, two faculty members, and the division chairman; and (2) a comprehensive program questionnaire administered by the division chairman the last week of school.

Two hundred and two students answered the questionnaire. Over 80% of the responses toward the program were positive rather than negative. The first question on the form was, "How has Basic Studies helped you?"

THE FOLLOWING COMMENTS WERE ANSWERS TO THIS QUESTION FROM STUDENTS ON VERTICAL TEAM ONE:

Positive

"Helped me adjust to college."
"Helped me learn to discuss things."
"I learned that college would have been a disaster if it weren't for Basic Studies."
"It has made me more aware of the world I live in."
"It has helped me get ready for college parallel."

"It has helped me to express myself better."
"Better understanding of world and people."
"Helped me prepare for next year."
"It has helped me find out who I really am and the goals I'm going to need to strive to reach."
"Helped me pass one year of college."

"Helped me decide what I want to do."
"It has opened the door to university parallel for me."
"Given me a better understanding of people, given me the push I need to go on and finish school. I want to make something of myself now and I didn't really care until this year."
"Helped me find out what I would like to try to do and also to understand people a little more."
"Helped me get used to college."

"Helped me see the need to further my education."
"Helped me learn to study."
"It has helped me in more ways than you can even dream."
"Gave me an extra year to decide what career I would like."
"To know people better. It helped me to decide exactly what I wanted to major in."

"It has helped me get better in some subjects I didn't like, to like school better and attend more."
"Learned to get along with teachers and students better."
"Helped me in many different ways."
"Helped me realize what college really is."
"It has made my outlook on life better."

"Helped me to see you really have to work if you want to make the grade."
"Helped me to learn to get along with people much better."
"I have become more interested in the sciences, humanities, and reading."
"It introduced me to the Medical Technology program."
"Taught me to express myself and deal with my teachers."

"I loved it and to me it was the best thing that ever happened."
"Helped me to have more self-confidence and motivation."
"To keep from being drafted."
"Helped develop my personality."
"Helped me to have a new outlook on a lot of different things."

"My grades may not show it but I have studied more in BAS than I ever did in high school...to my amazement I actually enjoyed this year and going to school."
"Helped me build confidence in myself."
"Helped me in meeting and working with strangers."
"I read faster and I like more different people."
"The teachers are more understanding because I believe I would have flunked out the first semester in college parallel."
"Helped me establish goals and select a major."

Negative

"Many students get away with too much and are never punished making those who worked cheated."
"Not too much."
"I'd rather have a regular college course."
"It didn't put any incentive in me."
"Not preparing us for true college work."

"In no kind of way."

RESPONSES FROM TEAM TWO STUDENTS INCLUDED:

Positive

"To find out what I wanted to do."
"Helped introduce me to college requirements."
"Helped me develop my vocabulary, strengthen my knowledge of society, and helped to let me know what I'll have to do to become a successful college student."
"Helped me to have a broader mind."
"Did things I have never done before."

"Helped prepare me for the future."
"More aware of the things around me."
"Helped me find myself."
"Helped me grow up a little and work with teachers, not against them."
"Write better."

"Helped me learn how to study."
"To get to know what college life is like."
"To communicate better."
"Help me get serious about my future."
"Has helped my vocabulary and writing skills."

"How to really communicate with people."
"Helped show me the value of study habits."
"Enjoyed meeting so many new people."
"Helped me get used to the college environment."
"Learned some things I didn't know."

"Gave me a chance to express myself."
"I understand more than ever the things in life."
"Helped me to decide where I was going from here."
"Helped me understand myself better and to see things I have never realized before."
"Helped me understand different kinds of people."

"Helped me tie up the loose ends."
"Helped me get ready for next year."
"I have found a better way to relate to other people."
"Learned more this year than all of high school."
"Helped me take a new look at life and people."

"Helped me to reason and understand some of the problems of the world."
"Given me a better outlook on life."
"Helped me develop self discipline."
"Opened my mind and started me thinking."
"Gave me time to think of what I want to do."

"Helped prepare me for college parallel."

<u>Negative</u>

"It has not."
"It has been detrimental to my education."
"Not much."
"Only Natural Science."
"It just seemed like another year in high school."

"No comment."
"Only one course helped me."

2

COMMENTS FROM STUDENTS ON VERTICAL TEAM THREE:

Positive

"It has helped me learn about myself and about college life."
"I can react and write a little better."
"It helped me to adjust to college."
"It helped me decide whether I would continue with college."
"It has rounded out my personality."

"I now have more of an open mind and can think things out."
"Helped me find the field of work I'm best suited for."
"Improved my English."
"Found out what I want to major in."
"Helped me find out what I want and can do."

"Helped make my decision in the vocational field."
"Helped me pass."
"Has given me a better picture of myself and my ability."
"Learned to talk and participate in discussions more."
"Helped me realize college is quite different from high school."

"Helped me prepare for university parallel."
"Helped me find my career field."
"Learned a lot about life."
"I've had time to be a human being and think."
"Improved my intelligence."

"It's great for a person who didn't do too good in high school."
"Made me more aware of people and problems."
"Helped me to gain a little more confidence in myself than I had before."
"Helped me be an individual."
"Helped me get ready for college parallel."

"Helped me grow and gave me a good idea of what I want in life."
"Helped me learn some of the things I am capable of doing and some of the things I am not capable of doing."
"Helped me come out of my shyness."
"Helped me become a person."
"Has opened my mind a little."

"Helped me become more involved in studying and learning."
"Helped me to sort of find out what I want to be in life."
"Helped me set goals."
"It gave me guidance in a way."
"Helped me to understand other people and myself. It has helped me accept myself as I really am."

"Has broadened my views."
"Made me more aware of what kind of person I am."
"Has increased my awareness of the world around me and made me realize how important school is and future career is."
"Has given me an awareness of myself."
"Helped in my reading and essay writing."

Negative

"Given me credit without having to work."
"It is an elementary program and a waste of time."
"It is the most ridiculous form of education I have ever been in contact with."
"Has not helped me in anyway -- should be designed for high school students who need to better their academic grades."

"Has not helped me at all this year...I lost interest in school."
"Hasn't helped me at all. I already know what the teachers try to put over."

The second question on the evaluation form asked for a response on which parts of the program were most enjoyed by the students and which were not.

Table 8 summarizes the responses.

TABLE 8

STUDENT EVALUATION OF PROGRAM COMPONENTS

Things Enjoyed	No. Responses	Things Not Enjoyed	No. Responses
Field Trips	87	Some Field Trips	24
Class Discussions	27	Some Guest Speakers	18
Movies	39	Reading Lab	12
Guest Speakers	25	Schedule	20
RVA Day	11	Large Group Meetings	11
State Fair Trip	9	Creative Expo	6
Creative Expo	15	Unnecessary Books	5
Group Projects	15	Group Activities	3
Innerspace Cavern Trip	6	RVA Day	2
Sensitivity Groups	5	Role Playing	1
Faculty-Student Sports	6	Attendance Policy	2
Video Tapes	1	Lab Work	1
Trip to City Jail	1	Actions of other Students	2

Another important question was, "How could we make the program better?" Table 9 shows the results.

TABLE 9

STUDENT EVALUATION OF PROGRAM NEEDS

Suggestion	No. of Responses
More work in classes	10
Make it more difficult	19
Change course content	14
Add Math	8
No reading lab	7
Not such close integration	2
Use textbooks more	4
Better schedules	15
No field trips	7
Improve image of program	5
No large groups	4
Stricter attendance rules	2
Make program only one semester	1

One final evaluation asked of the students was to check the activities they felt had been profitable to them. A summary of these responses follows in Table 10.

TABLE 10

STUDENT EVALUATION OF SELECTED ACTIVITIES

Activity	No. of Responses
Small group discussions	160
Certain field trips	140
Large group presentations	53
Guest speakers	101
Movies	140
Special project (i.e., Creative Expo)	53
Individual counseling with teachers	127
Interpersonal communications groups	34
Forum speakers	30
Help in reading lab	75

The questionnaire was developed to help the student differentiate between what he liked and what he found to be useful. Some of the most significant indications gained from the student perceptions were as follows:

1. Over 80% of the students who responded indicated they enjoyed the Basic Studies program and profited from it.

2. In general all courses and instructors received good to excellent evaluations.

3. Field trips and guest speakers were well received by most students.

4. Many indicated they had received considerable help in selecting vocational choices and deciding on plans for next year.

5. The faculty-student relationships were extremely favorable as perceived by the students.

6. There was many who indicated they felt the instructors should make the courses more demanding and be stricter on the students.

In addition to this program evaluation by the students, instructors gave their own course evaluations and teachers evaluation to their own students. The individual aspects of each course were evaluated by the students and the responses will aid the instructors in modifying and improving each course.

Persistence in Basic Studies

One objective of the Basic Studies program is to increase the duration of the student's involvement in college experiences and improve his chances of succeeding academically. In the past the open-door college has had a rather high attrition rate. Merely succeeding in keeping students in school does not mean an end has been reached; however, it does follow that the instructional program has a better chance of affecting a student's life if the student remains in the program for its duration. Hopefully, then a high persistence rate in college could serve as a means to reach the following goals:

1. To assist the student in developing a realistic concept of self.

2. To familiarize the student with the many forms of academic success so that he will be able to select

one which best fits his concept of self.

3. To assist the student in developing basic skills.

4. To assist the student in discovering and then coping with his personal and academic problems.

5. To assist the student in realistically assessing his vocational objectives so that they are commensurate with his interests, abilities and achievement.

TABLE 11

PERSISTENCE IN BASIC STUDIES

Completed 1st Semester	90%
Completed 2nd Semester	92.5%
Completed total year	68.7%

The holding power of our experimental approach has and continues to be one of the strengths of the program. This approximate 10% attrition rate over a semester, the average over the three year life of the program, is a definite improvement over the drop-out totals of most traditional developmental programs.

There was some concern this past year that there was a slight decrease in percentage of students completing the total year as compared to the year before. A follow-up was done on the first semester students in Basic Studies who did not return for the second semester. The results show that many had made some type of vocational choice after the first semester and decided not to return to school. Thirty-three of these students went to work full time during the spring while seven joined the armed services. Twelve students were allowed to enter the university parallel program, and four transferred to other schools. Two had to drop out of school because of illness. We are now trying to get information on eleven others.

The choices made by these students after the fall semester were, in many instances, quite realistic considering all the circumstances. Thus if part of our job is redirection and help in finding employment, it does not follow that we must look on those who did not return in the spring as true casualities. We would have liked to have worked with more of them for another semester, but many were already convinced they could find more success and contentment in pursuits outside the academic realm. Fifteen or sixteen indicated they may return to school at a later date, so we should attempt a complete follow-up in order to determine student success with his chosen path and student satisfaction in what he is doing.

College Credits

Another assumption about our program was the positive effect of the total environmental press placed on an individual totally emersed in an educational climate. The total effect should greatly influence the development of the individual's personality and education. Some of the benefits of our physical structure are shown in terms of semester hours a freshman attempts and the number of hours he completes successfully.

TABLE 12

Fall Semester
College Credits 1969-70 Academic Year

Hours	Attempted	%	Completed	%
16+	321	100	243	76
13 - 15	0	0	12	3
10 - 12	0	0	14	4
7 - 9	0	0	3	1
4 - 6	0	0	5	2
1 - 3	0	0	5	2
0	0	0	39	12

Table 12 shows the number of hours attempted and the number of semester hours completed by our students in the fall semester, 1969-70. Of the total 321 students in Basic Studies, 100% attempted sixteen or seventeen hours, and 243 or 76% completed this total. The first year's progress report showed that 75% completed 16 or more hours. In 1968-79, the percentage was somewhat higher (84%), so it may be assumed that we can expect from 75 to 85 percent of our students to complete this many hours in any given first semester.

TABLE 13

Spring Semester
College Credits 1969-70 Academic Year

Hours	Attempted	%	Completed	%
16+	208	98	185	87.5
13 - 15	3	1.5	9	4
10 - 12	1	.5	1	.5
7 - 9	0	0	0	0
4 - 6	0	0	0	0
1 - 3	0	0	0	0
0	0	0	0	0

Table 13 indicates the number of semester hours attempted and the number of semester hours completed by our students in the spring semester, 1970. We were working with a smaller number of students and a greater percentage did complete a larger number of hours than in the fall.

Accumulative Grade Point Average

At the end of each semester of the 1969-70 academic year a tabulation of the grade point averages for our students was made. Tables 14 and 15 summarize the results.

TABLE 14

Fall Semester - Grade Point Averages

GPA	Number	%
.00 - .99	56	17
1.0 - 1.5	31	10
1.6 - 2.0	68	21
2.1 - 2.5	110	34
2.6 - 3.0	40	13
3.1 - 3.5	14	4
3.6 - 4.0	2	1

TABLE 15

Spring Semester - Grade Point Averages

GPA	Number	%
.00 - .99	29	14
1.0 - 1.5	35	17
1.6 - 2.0	66	30
2.1 - 2.5	46	22
2.6 - 3.0	23	11
3.1 - 3.5	13	6
3.6 - 4.0	0	0

Probably the most significant aspect of these tables is that 73% of the Basic Studies students in the fall semester did achieve at least above a 1.5 GPA and 69% achieved such a grade point average in the spring. A 1.5 GPA is required for a student to remain off the academic suspension list, and a 2.0 GPA is required for good standing. The statistics show 52% of our students in the fall had over "C" averages and 39% of the spring semester students had over a 2.0 GPA.

Academic Standing

Academic standing at Tarrant County Junior College during the 1969-70 academic year was determined as follows:

1. When a student's cumulative grade point average falls below 2.0, he is placed on scholastic probation. Should he earn a grade point average of 1.5 or better on the next nine or more hours attempted, he may continue on probation. Should he earn a grade point average of less than 1.5 on the nine or more hours attempted, he will be placed on enforced academic withdrawal.

2. In order to be removed from scholastic probation, the student must attain a cumulative grade point average of 2.0.

Table 16 shows the academic standing of the Basic Studies students at the end of the 1969-70 fall semester. Table 17 gives results at the end of the spring semester.

TABLE 16

Academic Standing - Fall Semester 1969-70

Standing	Number	%
Good	209	65.5
Probation	112	34.5

TABLE 17

Academic Standing - Spring Semester 1969-70

Standing	Number	%
Good	124	59
Probation	68	32
Suspension	20	9

Evaluation Summary

A great deal of progress has been achieved during our first three years of operation. The following list summarizes some of the significant gains made within the program and as a result of the program.

1. The program has proved to be as economically efficient as any other administrative unit within the college.

2. The practice of interviewing and hiring instructors specifically and completely for the Basic Studies program has been a very successful approach to staffing.

3. The majority of the students who have been in our program the past three years have perceived the program to be educationally beneficial as well as enjoyable.

4. Faculty members have established a lasting and healthy rapport with the students. This has contributed to the overall favorable image which the program enjoys on campus.

5. Generally the students have perceived their instructors to be competent, interesting, and helpful.

6. Basic Studies students persist in college at a higher rate than do students with similar characteristics attempting the traditional remedial approach. (see Basic Studies Program: A Description, December, 1968).

7. The vertical team structure has shown itself to be an

excellent vehicle to increase creativity and freedom for faculty members.

8. Faculty members are able to develop exciting and changing curricula and to measure this in behavioral terms.

9. The counselors in Basic Studies have had success in redirecting students with unrealistic goals.

10. Much progress have been made with regard to the transfer of Basic Studies credits to four year schools in the state. As of this writing a former Basic Studies student who completes the Associate in Arts degree at Tarrant County Junior College may transfer Basic Studies credits in addition to university parallel credits to the following schools: North Texas State University, University of Texas at Austin, University of Texas at Arlington, Texas Wesleyan College, Texas Tech, East Texas State University, and Tarleton State. Several other universities are also considering transfer plans at this time.

11. Progress has also been made in working out Basic Studies course equivalencies in the technical degree and vocational certificate programs on this and the Northeast Campus of Tarrant County Junior College. Thus we have come a long way toward achieving our goal of a true "open end" possibility for the student upon completion of the program.

12. There are now enough experienced personnel in the program to take fuller advantage of such unique aspects of the program as flexible scheduling, team projects and activities, field trips, instructors team teaching at the same time and in the same room, and team evaluation of units of study. Readings and materials have been developed for the curriculum since very few commercially produced textbooks meet our needs.

Certainly there are weaknesses in the program along with the aforementioned strengths. Some of these include:

1. Improvements must be made in the area of statistical research on the program.

2. If the existing curriculum is to be reworked and developed in a more sophisticated form, additional time must be given

to the faculty members. It is hoped that summer grants can become available to the division for the purpose of curriculum development. Another suggestion might be that all Basic Studies instructors be placed on ten month contracts rather than nine month.

3. With the existing comprehensive testing program, experimentation should continue on predicting success for students based on entering data.

4. A comprehensive list of behavioral objectives should be formulated from what we already have. All areas need improvement in the writing and testing of objectives.

5. More individual learning packages need to be developed to assist the student in learning at his own pace.

6. Guidelines for integration stressing the type and amount should be further developed by each vertical team.

7. The teaching of reading and writing should become team objectives and all instructors should contribute more to the teaching of these skills.

8. How to reach the maximum level of efficiency with the team approach should be one of the major areas of in-service work and study by the faculty.

9. Continued research is needed in developing new approaches toward realistic vocational assessment on the part of each student.

The Basic Studies program has changed continually as new ideas have been presented and evaluated. The direction for each new year is established through the redevelopment and sophistication of the current materials, but there will always be room for further experimentation. Only in this way will we be able to continue the progress we have made and find new avenues to motivate and assist our students.

The following chapter will give the results of our follow up on students who were in the Basic Studies program during the 1968-69 academic year.

CHAPTER SEVEN

"Follow Up of Former Basic Studies Students"

A very important facet of our program evaluation and an instrument for future development and planning has been studies on our former students. An attempt was made during the past academic year to follow up on as many of our 1968-69 students as possible. It was relatively easy to get information on students who returned to our campus, but much more difficult to get responses from those who did not return to school.

In evaluating our program at the end of the 1968-69 academic year, we concluded that probably too many of our students chose to go into the university parallel program, judging by many of their academic records and performances in the Basic Studies program. This was the main factor in our increased emphasis on redirection into vocational, technical, or job training programs this past year.

The follow up on these students does show that even though many were successful in university parallel, a greater percentage were unsuccessful in obtaining a 2.0 GPA or above. It should be kept in mind that the Basic Studies program is no panacea for all students who aspire toward a college degree nor is it designed to be. Certainly those who do go on and perform well in the university parallel program are sources of great satisfaction to the faculty, but the one year in our program has no built in guarantee that a student will succeed in all programs after leaving Basic Studies. The basic purpose of the program is to give high risk students one year of good general education on a level that is challenging, yet geared to meet their needs and abilities. The premise is that the students will be more informed about themselves and their surroundings after completing the program and thus profit a great deal regardless of their next step, be it returning to school or going into the work force. Unfortunately quite often some of our students must meet failure in the university parallel before they will accept some of our recommendations about going into vocational training type programs. Most can succeed academically when given the special counseling and personal attention offered by Basic Studies, but many cannot find success in the more traditional setting where classes are much larger, little individual attention is possible, and curriculum is not geared necessarily to handle the problems of the slow learner, the unmotivated, or the academically disadvantaged.

The following summary and table are the results of a follow-up done of former Basic Studies students enrolled in other programs in the Fall, 1969-70.

FOLLOW-UP STUDY ON FORMER BASIC STUDIES STUDENTS IN ATTENDANCE AT TARRANT COUNTY JUNIOR COLLEGE DURING THE FALL OF 1969-70

Total number of students enrolled	182
Total enrolled in 12 or more hours	177
Total enrolled in less than 12 hours and not included in the following statistics	5
Total number of students who withdrew with passing grades	10
Number of students enrolled in University parallel curriculum	114
Percent of total enrolled	65.4%
Percent obtaining 2.000 GPA or above	22.1%
Number of students enrolled in technical programs	32
Percent of total enrolled	17.2%
Percent obtaining 2.000 GPA or above	25.8%
Number of students enrolled in office occupations	29
Percent of total	16.3%
Percent obtaining 2.000 GPA or above	24.1%
Number of students enrolled in other vocational programs	2
Percent of total enrolled	1.1%
Percent obtaining 2.000 GPA or above	100%

TABLE 18

BREAKDOWN OF STUDENTS ENROLLED IN
PROGRAMS AND GPA RANGE OBTAINED

GPA

COURSE OF STUDY	No.	4.000 3.000	%	3.490 3.000	%	2.999 2.500	%	2.499 2.000	%	1.999 1.500	%	1.499 1.000	%	.999 .500	%	.499 .500	%
University Parallel	109	0	0	1	.8	3	3.0	21	19.1	20	19.0	18	16.5	21	19.1	25	23.0
Engineering Technology	19	0	0	1	5.2	0	0	4	21.0	4	21.0	3	16.0	1	5.2	6	31.6
Industrial Technology	11	0	0	1	9.0	0	0	2	18.1	0	0	5	45.4	1	9.0	2	18.1
Office Occupations	26	0	0	0	0	1	3.8	6	23.1	5	19.2	3	11.5	3	11.5	8	30.8
Other Vocational Programs	2	0	0	0	0	1	50	1	50.0	0	0	0	0	0	0	0	0
Withdrawal with Passing	10																
Total	177	0		3		5		34		29		29		26		41	

University Parallel mean GPA	1.270
Engineering Technology mean GPA	1.330
Industrial Technology mean GPA	1.410
Office Occupations mean GPA	1.270
Other Vocational programs mean GPA	2.500

The report for the spring semester shows an increase in the percentage of our former students who achieved a 2.00 GPA or above (from 22.1% in the fall to 38% in the spring). Getting adjusted to the university parallel program provides some explanation for this increase, and the number of students enrolled dropped from 114 to 96. We also noticed that many of the students decided to decrease the number of hours they were enrolled in during the spring semester, a suggestion made by our Basic Studies counselors but unfortunately not heeded by enough in the fall semester.

FOLLOW-UP STUDY ON FORMER BASIC STUDIES STUDENTS IN ATTENDANCE AT TARRANT COUNTY JUNIOR COLLEGE DURING THE SPRING OF 1970

Total number of students enrolled	139
Total enrolled in 12 or more hours	129
Total with no academic evaluation and not included	10
Total students who withdrew	9
Number of students enrolled in University parallel curriculum	96
Percent of total enrolled	74.4%
Percent obtaining 2.000 GPA or above	38.0%
Number of students enrolled in technical programs	20
Percent of total enrolled	15.5%
Percent obtaining 2.000 GPA or above	50.0%
Number of students enrolled in office occupations	10
Percent of total	7.8%
Percent obtaining 2.000 GPA or above	10.0%
Number of students enrolled in other vocational programs	3
Percent of total enrolled	2.3%
Percent obtaining 2.000 GPA or above	100%

TABLE 19

BREAKDOWN OF STUDENTS ENROLLED IN
PROGRAMS AND GPA RANGE OBTAINED

COURSE OF STUDY	No.	GPA 4.000 3.000	3.490 3.000	2.999 2.500	2.499 2.000	1.999 1.500	1.499 1.000	.999 .500	.499 .000
University Parallel	96	0	1	8	27	19	20	6	15
Engineering Technology	13	0	2	2	1	1	4	1	2
Industrial Technology	7	1	1	1	1	2	1	0	0
Office Occupations	10	1	0	0	0	0	4	2	3
Other Vocational Programs	3	0	0	1	2	0	0	0	0
Withdrawals	9	0	0	0	0	0	0	0	0
Total	138	2	4	12	31	22	29	9	20

The percentage of success in the technical programs was somewhat higher than in the university parallel academic area. However, there was not much success by our former students in the business and office occupations programs, a fact not too difficult to understand in light of the real weaknesses in reading and writing exhibited by many of these students.

Another segment of our follow-up dealt with those former students who did not come back to Tarrant County Junior College. We sent out 124 questionnaires and received 28 replies. We attempted to telephone many of those who didn't respond but were relatively unsuccessful.

A copy of the questionnaire follows, along with a synopsis of our findings.

COPY OF FOLLOW-UP QUESTIONNAIRE

Dear _____:

We are presently trying to do a very important follow-up study of former students in the Basic Studies program at Tarrant County Junior College. Our records show that you did not return to this campus this fall, and we are very interested in your whereabouts and what you are presently doing.

You may be planning to return to TCJC in the near future,and I'm happy to report to you that several very interesting new programs are being started on the two campuses next fall. Also, I can say that we have made some progress in transfer of Basic Studies courses if you complete your two year Associate of Arts degree here at Tarrant County (as you know, all Basic Studies courses count toward graduation here at TCJC).

Would you please take a few moments and answer the following questions and then mail the questionnaire to me in the enclosed envelope? I would certainly appreciate your help and urge you to contact me if I can be of any help in the future.

1. Are you now enrolled at any college, university, or trade school? Yes_____ No_____

   If so, where?_____

   _____

2. Did you transfer any of your Basic Studies courses? Yes_____ No_____

3. Are you doing satisfactory work at this school? Yes_____ No_____

4. Are you currently working at some job or occupation? Yes_____ No_____

   If so, where?_____

   _____

5. How did you get started at this job?

   _____

   _____

   _____

   _____

6. Are you planning to return to school this coming summer or fall? Yes_____ No_____

   Where?_____

7. In what way(s) did you benefit from your year in Basic Studies?

   _____

   _____

   _____

   _____

   _____

8. Any other comments you would care to make:

   _____

   _____

   _____

   _____

   _____

9. Your present address and telephone number:

_____

_____

Thank you very much for your help!

Sincerely,

Charles N. Johnson, Chairman
Division of Basic Studies

FOLLOW-UP STUDY OF FORMER BASIC STUDIES STUDENTS WHO DID NOT RETURN TO TARRANT COUNTY JUNIOR COLLEGE.

Number of students responding to survey	28
Students enrolled in school elsewhere	4
Students involved in apprenticeship programs	3
Students employed in skilled or semiskilled positions	8
Students self-employed	1
Students serving in some branch of military service	8
Students unemployed and not in school	4
Students not enrolled in school who plan to return to school	12
At TCJC	8
Students able to transfer Basic Studies courses to another institution	3
Institutions accepting credit--- Texas Technological College East Texas State University Paris Junior College	
Students unable to transfer Basic Studies courses to another institution	2

Institutions not accepting credit---
Texas Womens University
Bishop College

Students with positive attitude toward experience in Basic Studies 10

Students with negative attitude toward experience in Basic Studies 9

Students who did not express an attitude 9

STUDENT COMMENTS:

"Basic Studies helped me to become more aware of my surroundings."

"Basic Studies assisted me in gaining maturity, experience, knowledge, and it made me want to make something of myself."

"Not at all -- ya'll dig hippies and the uncultured breed. But fail to help or understand the hard working, despite clean respected citizens of that community."

"It was a superb prepartory class for advanced college assignments. In view of the fact that none of these hours will be accepted by Bishop College, I consider the entire course of study as worthless."

"Helped in every way -- I learned very much from the school and the teachers."

"I benefit in the courses of Natural Science, Communications and Humanities."

"It got me into the college groove and brought me up to the Freshman college level, where as before the freshman courses were hard to understand because the teachers jumped into things without explanation. Maybe it was because it was my first year in college, but things are easier to understand now."

"Helped me to have a more Basic knowledge for my future studies. I thought that Tarrant County Junior College is a fine college for and I will inform others to do the same."

"It help me to mature and think for myself and stand for what I believe."

Admittedly this follow-up is not as thorough as we would like and plan to have in the future, but some conclusions can be drawn with the information we have managed to collect.

1. Basic Studies does indeed fulfill a very important function and role at TCJC, for without our program many of these students would indeed become lost in the shuffle and flunk out of the university parallel and technical programs very quickly.

2. Many students are not capable of handling the university parallel curricula and were it not for Basic Studies, Tarrant County Junior College would have little if anything to offer these people.

3. The Basic Studies staff must work even harder to redirect more of our students from the university parallel route to vocational and job training programs.

4. We must explore new means of following up on students who do not return to TCJC so that we might find out how we can better meet the needs of those whose formal education will end after a year of Basic Studies.

5. The Tarrant County Junior College District must continue to develop vocational and technical programs which can meet the needs and aptitudes of the lower ability student.

One last report on former Basic Studies students concerns those who have graduated from this institution after work in Basic Studies and later in the university parallel or technical-vocational programs. At the second annual spring commencement exercises of Tarrant County Junior College on June 1, 1970, sixty-nine students were awarded Associate in Arts degrees. Of this number, eleven of these graduates were former Basic Studies students, an excellent representation considering the total enrollment of 8,308 at Tarrant County Junior College last spring and the average enrollment of only around 350-400 in Basic Studies, a program designed for students who show little potential on the ACT to ever complete a degree of any kind.

There were also two former Basic Studies students who were awarded an Associate in Applied Science degree, a number we hope will grow as we direct more of our students into the technical programs. We also had one former student who received a Certificate of Completion in one of our one year vocational programs. Several other former Basic Studies students plan to graduate this summer.*

* There were fifteen summer graduates.

The Basic Studies program can and does provide help for students who have academic ability but lack motivation as well as those with more motivation than innate ability. Our follow up has helped us clarify our role and function, and we are quite proud of our accomplishments during our brief three year history.

CHAPTER EIGHT

"The Course of Study"

The Basic Studies curriculum consists of six different areas: Humanities, Communications, Social Science, Natural Science, Career Planning, and Reading Improvement. Following is a brief synopsis of each course and the general objectives of each area.

I. Humanities (1163, 1173) 6 semester hours credit

This course provides the student with a background in relating the arts with philosophy, religion, and literature. It explores the eternal questions of Man and his universe. Humanities II projects the student into an examination of contemporary society as it is reflected in art, literature, music, architecture, drama, and dance.

Humanities I and II fulfills 6 semester hours of the general graduation requirements.

II. Communications (1103, 1113) 6 semester hours credit

This course emphasizes communication as a basic tool of all learning. It stresses functional writing for successful completion of writing assignments throughout the Basic Studies program. It fosters proficiency in speaking and sharpening of reasoning skills.

The Reading Laboratory gives the student independent and supervised individualized practice time for more effective reading.*

Credit for this course may apply, depending upon the student's proficiency and the instructor's recommendation, as 6, 3, or 0 hours toward the general requirement.

III. Social Science (1123, 1133) 6 semester hours credit

This course explores the concepts of personality development,

* The Reading Laboratory portion of the curriculum will become a separate one hour credit course, "Reading Improvement" (BAS 1101), beginning in the fall semester of 1970.

cultural origins and the role of the individual within his family and peer groups. Social Science II investigates contemporary society, relating it to the local community, and looking predictively into the society of tomorrow. The course parallels a beginning sociology course and a social problems course.

The general graduation requirement specifies courses in history and government; thus, this course does not meet this general requirement. It does provide the student with 6 full hours of elective credit.

IV. Natural Science (1144, 1154) 8 semester hours credit

This course explores the effects of heredity, evolution, and reproduction upon the individual. It offers laboratory experiments, field trips, and guest speakers to help the student explore problems of society in natural science areas such as public health, pollution, mental health, drug use, waste disposal, and disease. This course meets the graduation requirement of two semesters of a laboratory science.

V. Career Planning* (1183, 1193) 6 semester hours credit

Emphasis of this course is placed on the student's understanding of himself through past achievement, test scores, and academic and career goals. The student will investigate the world of work and will seek to fit his goals and aspirations to his aptitudes and abilities.

The Learning Resources Center, films, field trips, and guest speakers will contribute to the student's explorations. Testing, individual counseling, independent study will all focus the student's attention upon his values, interests, abilities, and upon his own personality as he seeks his place in the world of work.

This course meets the graduation requirement equivalent to that of Psychology 1611 (Freshman Orientation, 1 semester hour credit) and additionally gives 5 semester hours elective credit. Total: 6 hours credit

* The first semester Career Planning course will become a course entitled "Personality Foundations" beginning in the fall semester of 1970. It will remain a three semester hour course, emphasizing the understanding of personality and the development of an adequate self-concept.

VI. Physical Education (1611, 1621, 1631) 2 semester hours credit

Basic Studies students enroll in physical education classes outside the program and are granted the 2 semester hours credit upon successful completion of 2 semesters.

Objectives

The Basic Studies Division philosophy of General Education is based upon a systems approach to learning. We work with clearly defined general objectives which are formulated by members of the three teams by individual areas of study. Each unit is carefully evaluated by both teachers and students. Adjustments are made in the unit as a result of the evaluation. General objectives for each area are the same. Each instructor formulates specific objectives for his own classes, using the general objectives of the course as the framework.

Objectives for the areas of study are as follows:

Communications

The general purpose of the course is to enable the student to communicate clearly and effectively in oral and written language. The course is the study of language as a communications tool and includes the following:

1. Emphasis upon functional writing for successful completion of writing assignments throughout the Basic Studies program

2. Successful oral communication through the presentation and logical development of an idea in conversation and group discussion

3. Improved reading efficiency through the use of the newest technology, materials, and methods which lead to competence in course content and recreation

4. Improvement of the student's proficiency in writing and speaking by teaching him to recognize and use a central idea and to understand the relevance, structure, and logic of supporting details

5. Recognition of common fallacies in reasoning

6. Orientation to those facilities available at TCJC which specifically apply to Communications

7. Analysis of journalistic and creative writing

Humanities

1. To develop in the student the facility of critical thinking

2. Develop in the student an awareness of his own philosophical values and the philosophical values of others

3. Develop in the student an understanding of his own religious belief and the understanding of other religions

4. Develop in the student a greater appreciation of humanities as an integral part of a well rounded person through music, art, and drama, as well as the integration of philosophy in the humanities

Social Science

1. To develop in the student the skill of critical thinking

2. To assist the student in becoming both more introspective and objective in making decisions

3. To develop in the student the ability to approach personal and social problems rationally rather than emotionally

4. To guide the student toward a healthy self-concept, but a realistic one based on his potential and limitations

5. To develop an awareness and appreciation of the student's social and cultural heritage

6. To help the student become more tolerant of ideas and institutions other than those in his own society

7. To help the student see as a whole, the social problems of mankind and the many different ways man has sought to solve them

8. To help the student understand the society he lives in and his individual role as a citizen

9. To help the student understand that constant change must

be expected in the future and aid him in making intelligent choices among these changes

Natural Science

1. Development of an awareness and respect of their body and life

2. Development of an understanding of the functions and structures of the various systems of their body

3. Development of the concept that the acquisition of scientific knowledge is the responsibility of every individual in order to become a better informed citizen

4. Development of an awareness and understanding of the various societal issues and problems of a biological nature

Career Planning

1. To orient students to the Basic Studies Division: its structure, purpose, and its relation to TCJC
2. To develop study skills which will give the student success in all areas of his study
3. To enable the student to recognize his strengths and weaknesses as determined by tests
4. To develop a profile sheet from these tests, from which the student will coordinate his findings with several appropriate vocational areas
5. To extend the occupational horizons of students by acquainting them with a broad range of jobs and careers
6. To increase the feeling of security of students as they gain information about themselves which will lead them to realistic career goals
7. To develop in students wholesome attitudes toward the dignity of all useful work

Reading Improvement

1. To determine the reading efficiency of each student and develop his reading skills to the greatest extent possible on an individual basis

2. To improve the study skills of each student through instruction and actual practice

3. To apply reading and study skills to other college content and real-life situations

CHAPTER NINE

"Vertical Team Reports"
Fall Semester 1969-70

Any attempt to present a complete explanation of any course in the program would require more time and paper than the end result would warrant. Instead, a general overview has been presented with the assumption that more specific information may be obtained upon request.

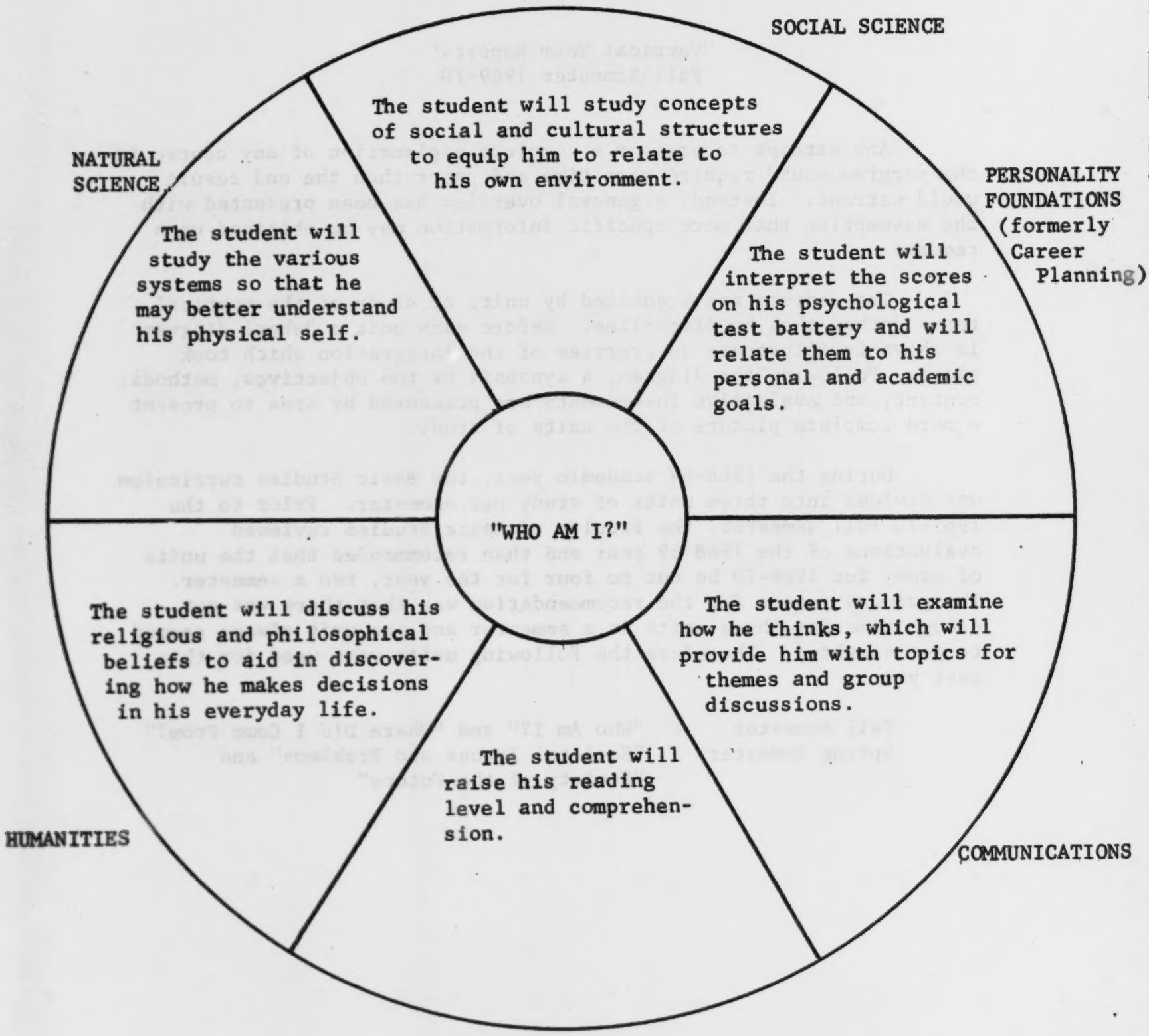
The reports are organized by units of study of the vertical teams rather than by discipline. Before each unit a "wheel diagram" is shown to illustrate an overview of the integration which took place. Following the diagram, a synopsis of the objectives, methods, content, and evaluative instruments are presented by area to present a more complete picture of the units of study.

During the 1968-69 academic year, the Basic Studies curriculum was divided into three units of study per semester. Prior to the 1969-70 fall semester, the faculty of Basic Studies reviewed evaluations of the 1968-69 year and then recommended that the units of study for 1969-70 be cut to four for the year, two a semester. The primary reason for the recommendation was that there was not enough time for three units in a semester and one unit always seemed to get slighted. Therefore the following units were used for this past year:

Fall Semester	:	"Who Am I?" and "Where Did I Come From?"
Spring Semester	:	"Societal Issues and Problems" and "Society of the Future"

FIGURE 4

UNIT I: "WHO AM I?"


SOCIAL SCIENCE
The student will study concepts of social and cultural structures to equip him to relate to his own environment.
NATURAL SCIENCE
The student will study the various systems so that he may better understand his physical self.
PERSONALITY FOUNDATIONS (formerly Career Planning)
The student will interpret the scores on his psychological test battery and will relate them to his personal and academic goals.
"WHO AM I?"
The student will discuss his religious and philosophical beliefs to aid in discovering how he makes decisions in his everyday life.
The student will examine how he thinks, which will provide him with topics for themes and group discussions.
The student will raise his reading level and comprehension.
HUMANITIES
COMMUNICATIONS
READING IMPROVEMENT

Vertical Team One

"Who Am I?"

Social Science
Marilyn Monger, Team Chairman

Fall, 1969-70

Objectives

At the end of Unit I, "Who Am I?", the student should be able to:

1. Define the term Social Science as "Man's study of himself."
2. Match five disciplines included in the Social Sciences with descriptions of the field with which each is concerned.
3. Select from a list of five words, three of which describe the purposes of the behavioral sciences.
4. Explain orally or in written form that the word "science" refers to method rather than knowledge.
5. List three ways, other than the scientific method, that people use to search for truth and evaluate each.
6. Define the term "ethnocentrism" and explain why it is a deterrent to the social scientist.
7. Indicate through class discussions a working knowledge of the following terms:
   a. moral and ethical values
   b. value judgment
   c. empirical knowledge
   d. social phenomena
8. List the four major factors in personality development.
9. Distinguish between hereditary and environmental characteristics, and also explain the interrelationship of the two.
10. Write an essay entitled "Who Am I?", using the various materials collected during the unit, including the student's own statements about himself, what others have said about him, and the picture he chose to represent himself.
11. Write an account of a day in his life, listing all of the

standardizing cultural influences he comes in contact with, and how they have influenced his own personality (behavior, attitudes, values, etc.)

Content

I. Introduction to Social Sciences

II. Personality Development
   A. Heredity
   B. Environment
   C. Unique Experiences
   D. Culture

III. Socialization and Maturation

IV. Attitudes, Opinions, Beliefs
   A. Origins
   B. Change
   C. Prejudice

V. Social Values and Cultural Influences
   A. Common American values
   B. Social sanctions
   C. Standardizing influences

Evaluation

During the nine weeks that Unit I was in progress, it seemed that things were going well and that I was accomplishing my goals with the students. Looking back, however, I am not sure that I really did anything worth while. I covered the content material, according to my objectives, so I suppose that I am questioning the content. Was it relevant and necessary to living in today's world or really completely irrelevant and unnecessary?

This semester's students seemed much less scientifically oriented, but much more expressive. The best sessions of the Unit were the discussions about human relationships, but fact and theory bored them.

The interpersonal relationship techniques used during the first two weeks helped to get everyone acquainted quickly and developed good student-teacher rapport in most cases. One block developed such a feeling of community that they became almost too organized and detached from the other students.

I believe more time and emphasis should be placed on the scientific method (as used in the Social Sciences) during the introductory unit. It also seems to me that the approach to studying the student as an individual should be more from the viewpoint that he is a product of his environment (his society and his culture) and less of a "good mental health" approach.

Test grades were fair, but not as good as I expected from the obvious ability of the students. The essay "Who Am I?" turned out well, but the account of the typical day in their lives needed more structuring to really be effective. I believe the idea a sound device to bring cultural influences into perspective.

On the whole, the unit was fairly successful, but still needs a lot of thoughtful revision.

Career Planning — Fall, 1969-70
Don Hankins

Overview

The question "Who Am I?" was approached from three areas of concern: "Who am I statistically?", "Who am I as an individual?" and "Who am I as a student?". The first area was facilitated by a comprehensive testing program composed of standardized measuring devices. The second area was devoted to the development and understanding of self-concept or self-image with emphasis on one's ability to take an active part in formulating or changing self-image. The third area of concern, "Who am I as a student?", stimulated certain questions about the image that a student might entertain of himself as a student and what corrections might be effected to improve this image. Academic tools such as memory, study, and concentration were emphasized in this section still using self-image adjustment as the means of correction.

Objectives

1. To aid the student in developing a better understanding of his abilities, aptitudes and interests and isolate certain academic and psychological problem areas.

2. To develop an understanding of the implications of positive and negative self-image, assist the student in evaluating individual self-image and provide techniques for correcting an inadequate image.

3. To assist the student in developing an awareness of his image of himself as a student and to understand the affects of this image on his academic and vocational success.

4. To assist the student in developing certain academic tools such as study techniques, memory devices and powers of concentration which contribute to academic success.

5. To encourage a general attitude of happiness and well-being by developing the ability to control one's thoughts.

6. To provide the students with an adequate orientation and acquaint them with the services available at TCJC.

Content Activities

1. The General Aptitude Test Battery was administered and interpreted by the counselor. The students filled out profile sheets which enabled them to see certain high aptitudes. The students were directed, emphatically, to disregard low aptitude scores and concentrate only on high aptitudes. The rationale for this emphasis was an existing awareness of deficiency already accepted by the majority of the students and the need for a more positive emphasis.

2. The Kuder interest profile was administered and students were assigned simple research tasks to investigate indicated interests. Results of this test will be investigated in greater detail in the second semester of career planning.

3. The Beta (non-verbal) intelligence test was administered and the results interpreted to the students by the counselor.

4. The Mooney Problem Check List was administered for the counselor's use and group discussion was employed to expose common problems which confront beginning college students.

5. The merits of standardized testing were discussed in groups with positive and negative elements given equal time. Statistical rationale was provided by the counselor.

6. Recent research in self-image psychology was presented in large group. The major topics were, "success mechanisms", "failure mechanisms", and "happiness mechanisms." Small group time was given to experimentation in psychocybernetic techniques, group discussion, and group analysis of self-image.

7. Large group time was used to present recent research in developing study habits. Small group time was used to practice memory devices and techniques using memory games to stimulate interest.

8. Films entitled "How to Concentrate" and "Effective Listening" were used to demonstrate effective means of developing the ability to listen and concentrate.

Evaluation

Standardized testing and test interpretation was quite successful with respect to the initial objectives. I feel that testing at the beginning of the year provided maximum attendance requiring very little make-up work.

The majority of the "Who Am I?" unit was devoted to theory and experimentation in the development of an adequate self-concept. I feel that most of the students benefited from this section. They apparently became aware of individual image and accepted the possibility that it could be changed. Some students were threatened and possibly offended by the lack of structure necessary for this type of presentation, but I am satisfied that the general concept of self-image psychology was successful and can be valuable to these students.

Recommendations

1. More time should be provided for small group encounter with students who need or want additional work.

2. If the testing process is to be continued at the beginning of the semester, some of the initial orientation should be presented in other classes so that the students might be introduced to the existing services at the beginning of the semester.

Natural Science
Durwood Foote

Fall, 1969-70

General Objectives

The purpose of this unit is to familiarize the student with his physical anatomy and subsequently, attempt to instill within him, an appreciation of his physical self. It is hoped that this appreciation might be expressed in the development of better nutritional attitudes and personal hygiene on the part of the student.

Behavioral Objectives

Upon completion of this unit, the student should be able to:

1. Define various terms concerning each of the major topics of study within this unit.
2. Given unmarked illustrations of the following, label the appropriate parts:
   a. a typical animal cell
   b. the light microscope
   c. the human digestive system
   d. the human nervous system including the senses
   e. the human excretory system
   f. the human circulatory system
3. Given a list of human diseases and abnormalities, write the cause, symptoms and possible treatment of each.
4. Write a brief summary, as to the objectives and procedures, for any of the unit laboratory exercises.
5. Write a brief summary, as to the purpose of each of the body systems studied in class.

Materials

1. Text - The Science of Health by Guild, Fuisz and Bojar
2. Visual Aids:
   a. hand-out materials
   b. films and filmstrips
   c. transparencies

d. Laboratory equipment and supplies

Evaluation

1. Written examinations

2. Laboratory proficiency and conduct

This unit, lasting from September 15 through November 26, consisted of two to three weeks studying the cells and tissues of the human body. The remainder of the time was spent on studying several of the major body systems, their parts, functions and abnormalities; in short, a brief study of the human body.

For the most part, the unit was successful, at least from the standpoint of the amount of information covered; however, this was at the same time, the reason for the short-comings as well. It was again my intention to spend more time discussing the various diseases and abnormalities of the various systems as we studied them, but because a large quantity of class time was spent dealing with specifics, little time was left for discussions of topics of interest. Once again, I must admit defeat, in that I have not been able to arrive at a desirable mixture of subject matter specifics and generalities for discussions. I feel somewhat gratified, in that I was able to work in a few more laboratory exercises during the unit. This is not to say that the number of exercises was sufficient, but it was, none-the-less, adequate; maybe next year, we can add a few more, and eventually reach a happy medium between course and laboratory. In my previous evaluation of Unit I, I suggested that in the future I should provide improved hand-out material; this I did and I am real happy with the results. However, the hand-outs still need refinement, which should make them even more beneficial next year.

Once again, I must say, that for the most part, I am relatively satisfied with the completed Unit I; this is not to say that it is without fault, but simply that we are improving, little by little.

Communications
Jack Rosenbalm

Fall, 1969-70

General Objectives

1. To increase the students knowledge of their language.
2. To increase the students awareness through the use of their five senses.
3. To help the students form more mature judgments.
4. To help the students learn the organizational principles of effective writing, especially the four-point criteria.

Specific Objectives

At the end of the unit, I expected the students to be able to perform the following:

1. The student should be able to define language.
2. The student should be able to define words and letters as symbols.
3. The student should be able to recognize examples of stereotyping and analyze them.
4. The student should be able to list several examples of emotional response to pat words and/or phrases.
5. The student should be able to list relevant examples in prose which will prove his viewpoint.
6. The student should be able to write a rudimentary essay using the four-point criteria.

Content

1. From Here and Now
   "Arrangement in Black and White" Dorothy Parker
   "Snake" D.H. Lawrence
   "The Second Tree From the Corner" E.B. White
   "A Dream of Fair Women" Kingsley Amis
   "The Death of Colonel Freeleigh" Ray Bradbury
   "My Wood" E.M. Forster

"Salutation" Ezra Pound
"The Witness" Katherine Anne Porter
"Innocence" Thom Gunn
"A & P" John Updike

2. Media
"The Hunter in the Forest" (film)
"Run" (film)
Selected transparencies of editorial cartoons

Evaluation

The most difficult part of any program is evaluating its effectiveness. I am relatively certain that my students can perform adequately on any test of the first four objectives, although I am not sure whether their answers are merely regurgitation or proof that they have recognized their level of awareness and extended it. I seriously doubt that I could devise a test which would check the latter point, although I know it is the more important one.

The last two objectives cause me considerable concern. Quite honestly, I think that the Communications instructors have far too many students to teach composition effectively. Certainly it would be easy to teach mechanics and test it, but such exercises have little to do with effective writing at best, and at worst they can become destructive. During the first unit I tried to help the students feel comfortable with their writing; I hope that during the rest of the program I can help them develop acceptable writing techniques. At the present time, however, I cannot say that I have helped them to improve their writing significantly.

The textbook Here and Now is fairly good, although I think some of the selections are too esoteric for our students. Naturally I would prefer to use an anthology of literature, but this preference might well be a prejudice on my part. I am sure I would enjoy such a text more, but I am not at all sure that the students would find it more palatable.

Although Inherit the Wind belongs in the second unit, I want to take this opportunity to express some reservations about its use. It is a drama of idea, and drama of that type does not generally wear very well. Because of the personal emphasis of our program I think that we should attempt to find a drama which deals more in character and conflict than does Inherit the Wind. In fact, personal conflict may be non-existent. At the present time, however I have no alternative to recommend.

Humanities
Ron Stocker

Fall, 1969-70

Objectives

The student will acquire knowledge and develop an understanding of philosophy and religion and be able to relate these ideas to his own beliefs.

The student will be able to:

1. Match names with beliefs of various world religions.
2. Discuss in class basic philosophical and religious concepts based on assigned readings.
3. Bring to class a record reflecting contemporary social values.
4. Write an evaluation of two or more interviews with religious leaders on questions of faith.
5. Create an artistic project expressing "Who Am I?".

Content

1. Religion
2. Philosophy
3. Mores
4. Music
5. Art
6. Literature of the student's own and other cultures.

Materials

1. Popular music, art, movies, and anything in the Humanities that they could relate to.
2. Articles for Unit I:
   a. God Waits
   b. Bible "Genesis"
   c. Akkadian Myth
   d. Freud on Religion
   e. Life's Religion Questionnaire
   f. Aristotle On the Young Men
   g. Situational Ethics

3. Tapes, slides, Mark Twain, different religions (Hindu, Islam, etc.), Alice's Restaurant, etc.

Special Project

Creativity Expo - a creative project relating "Who Am I?" to a creative expression which was done by the students and with prizes awarded.

Evaluation

1. Overall the results were good, however, changes that I would like to make are:
    a. a good text to aid the students and myself.
    b. give the students more time for Creativity Expo.
    c. use better speakers.
    d. figure out a method for getting students to come to class. . .on time. . .

Vertical Team Two

"Who Am I?"

Communications
Mary Lyons, Team Chairman

Fall, 1969-70

Objectives

"Who Am I?" - September 15-November 26

At the conclusion of this unit, you will be able to:

1. Observe your environment more perceptively.
2. Write your feelings and reactions with more freedom than you have experienced before by use of your journal.
3. Discriminate between statements of fact and opinion.
4. Avoid over-generalizations in writing and speaking.
5. Write papers using the 4-point criteria system.
6. Recognize some of your reading problems and see some improvement in them.
7. Use study habits that are more effective than those of your high school days.
8. Using 4-point criteria develop a written theme on the subject "Who Am I?" which will show the effect of all areas of your study during the unit.

"Consumer Communications" - December 1-20

At the conclusion of this unit you will be able to:

1. Discriminate between value and value judgment.
2. Practice basic mathematical processes which will allow you to communicate more successfully in your financial affairs.
3. Read with understanding basic financial forms such as W2, W4, bank statements, and income tax forms.

4. Budget your income through better planning.

5. Keep a check book in balance.

6. Understand yourself as a consumer in communication with employers, banks, merchants, and credit agents.

7. Make a higher score on the test of your basic math than you made at the beginning of the unit.

Content

1. Text used was Here and Now by Fred Morgan.

2. Extra readings prepared and used included the following:
   a. Sheets from an old journal dated 1858
   b. "Toward a Just Economy" Ralph Nader
   c. "The Infernal, Eternal, Internal Combustion Engine" Ralph Nader
   d. "The Educated Man" James Ansara
   e. A set of 10 basic punctuation rules
   f. An anecdote written by Mrs. Lyons, entitled "Jimmy Doolittle Flies the General"
   g. An 85 page booklet entitled "Consumer Communications", written and compiled by Mrs. Lyons

3. Films presented (worksheets used for all)
   a. "A Chairy Tale"
   b. "The Parable"
   c. "Run" (in cooperation with Mr. Hilton)

4. Students used Webster's New World Dictionary, paperback

5. Personal journal used until Consumer unit was begun.

The Consumer Communications unit is an experiment for my team. I have presented it to the students as Part II of the "Who Am I?" Unit by indicating that one of the most important areas of their communication of themselves in their world is through their financial lives. Careful reading of forms, statements, and problems is being stressed.

1. Lectures included use of multi-media: slides, overhead transparencies, tapes

2. Three audio tapes for the PLC were prepared and required.

3. Opaque projector was utilized for theme discussion after they were carefully marked and graded.

Evaluation

The Reading Lab is one of the highlights of this year. I feel that the progress of the students will be noteworthy by the end of the year. The students this year have better attendance records than in the past, and their work is more consistent because of this. During this fall I found it profitable to make use of forum speakers presented by the college in a direct way in the classroom. I located and prepared extra readings for the students which were either written by the speaker himself or were applicable to his area of concern. Rabbi Levi Olan, for example, was to speak on "Education and Modern Man." Before the lecture, which was required, I spent a class period on the story "The Educated Man," which is almost like a parable in style, allowing students to review this form that they learned when we presented the film "The Parable."

Students today are quite symbol conscious: beads, flowers, peace symbols, arm bands. Some of the experimental films used required the teaching of symbol in art and literature. They related well to this, and I believe it is one reason that we had such beautiful projects for Creativity Expo from our team. These two concepts, use of on-campus speakers as integral classroom topics and teaching of artistic symbol, were most effective. I believe we must incorporate such relevant techniques even more into our units. After using several texts for two years, I recommend no text whatever for the "Who Am I?" Unit.

The Consumer Communications Unit is still a puzzle to the students because of its placement in the Communications class. I am stressing the reading as much as possible. I have asked the students to evaluate the experiment and to suggest placement of the unit in one of the other courses. This evaluation will be provided with the course evaluation. I find the students quite interested in the Consumer unit, but their math skills are quite weak. This may always be a problem with a consumer unit.

Natural Science
Von Dunn

Fall, 1969-70

Objectives

1. Given a list of natural science areas, the student will be able to match the area to its definition.
2. Given a list of problems, the student will be able to solve each using the scientific method.
3. Given a list of hypotheses the student will indicate how each would be tested.
4. Given the parts of the microscope, the student will match the part to its definition.
5. After viewing filmstrips and films on the cell, the student will list and define the six parts of a plant cell.
6. After studying cell division, the student will list the five stages of mitosis.
7. Given a list of parts of the heart and near-by vessels, the student will be able to define each.
8. Given a list of terms studied in the circulatory system, the student will be able to define each.
9. After hearing a speaker talk on blood, the student will give specific short answers to particular questions.
10. Given a list of terms studied in the digestive, respiratory, and nervous systems, the student will match each term to its definition.
11. Given a list of terms for the pathway of an egg, the student will place each in the correct order.
12. Given a list of terms for the pathway of sperm, the student will place each in the correct order.
13. Given a list of terms studied in the reproduction system, the student will match each term to its definition.
14. Based on discussion, films, and speakers, the student will give value judgments on pre-marital sex, sex education

being taught in the public schools, abortion, and contraceptives.

Evaluation

This was a 10½ week unit stressing the scientific method, cell, and human anatomy. Handouts, question sheets, lab manual, text, films, filmstrips, magazine and newspaper articles, speakers, and the opaque projector were methods used in presenting this unit. All objectives were completed by the students and seemed to be effective.

I started the semester as I did last year with a pre-test over the semester's material. We defined natural science, listed areas concerned with natural science, went over the areas of natural science contained in the TCJC catalogue, and took a tour of the science facilities. A week was used on the scientific method. A film "Using the Scientific Method" was shown to introduce the material. A simple handout was passed out and gone over. A number of experiments were run in lab using the steps of the scientific method. The students completed answers to some questions in their lab manual regarding the scientific method. A test was given over the two past weeks.

One week was allowed on the cell and microscope. A filmstrip "Cell Structure" was shown and discussed. The students, using their lab manuals, learned the parts of the microscope and how to use it. They were able to look at a number of slides in lab. Mitosis (cell division) was studied and the students drew diagrams of each phase in their lab manuals. A test was given over the cell and microscope.

The rest of the unit was completed by studying different systems of the human: circulatory, nervous, digestive, respiratory, and reproductive. Two weeks was spent on the circulatory system. A filmstrip "Circulatory System" was shown and discussed. The pathway of blood through the heart, lungs, and body was traced using a heart model and sheep's heart. Films "Work of the Heart", "The Blood," and "Twentieth Century Epidemic" were shown. Lorna Roberts spoke during one class period to the students about medical technology and blood. The students typed their blood and took blood pressure for each other in lab. A test was used for evaluation.

The nervous system (including sense organs) was the topic for one week. Films "Gateways to the Mind," "Fundamentals of the Nervous System", "The Human Brain", and "Eyes and Seeing" were

shown and discussed. Another week was used for the digestive and respiratory systems. "The Human Body: Digestive System", "Breath of Life", and "The Human Body: Respiratory System" were shown and discussed. A test was given over material from the previous three systems studied.

The last three and a half weeks were devoted to the reproductive system. "Phoebe: Story of Premarital Pregnancy", "Human Reproduction", and "From Generation to Generation" were films used during this time. During classes on controversial issues, newspaper and magazine articles were read and discussed. The issues were pre-marital sex, sex education being taught in the public schools, abortion, and contraceptives. The pathways of an egg and sperm were given in class and shown in diagrams contained in the text. Ray Bird spoke to the group about contraceptives using a film and models. One period was used to show a small booklet "Adventure to Motherhood" on the opaque projector. A field trip to Harris Hospital was taken in order to show the students the nursery, lab and other sections available. A lecture on menstruation, sex determination, and embryology concluded the reproductive system. A test was given for evaluation.

Question sheets over each of the previous sections were given out to the students and were completed. The questions made out by me were obtained from chapters in their textbooks. This was considered to be a way to make the students read and use their textbooks. I found it to be extremely helpful. I believe the students find the human system fascinating. Several systems were omitted due to a lack of time. I feel that perhaps they need to be exposed to each system in order to see "Who Am I", but it might prove to be boring to stay some twelve weeks on only this. As long as the students are allowed several weeks on the reproductive system, perhaps more time on the human would not be detrimental to learning. This is the third year for me to teach this unit and I cannot truthfully say which is the best way. I have changed it each year for the purpose of finding out the best way. I guess this is being creative and innovative. This is what we are supposed to be, isn't it? I hope so.

Social Science — Fall, 1969-70
Dennis Hilton

Objectives

"Who Am I?"

At the conclusion of this unit, you will be able to complete the following test questions or written assignments:

1. Write a paper showing the influence of heredity and environment on the development of your personality.
2. List and analyze three agents of socialization related to your background.
3. Explain the cultural origin of your attitudes and beliefs with specific reference to development and maintenance.
4. Show the difference between discrimination and prejudice from your cultural viewpoint.
5. Define the social and biological terms pertaining to heredity and environment.
6. List five disciplines of social science and discuss the importance of each as it applies to human knowledge.
7. Write a paper on "Who Am I?" from a sociological point of view.

Economics - December 1-20

At the conclusion of this unit, you will be able to answer the following test questions:

1. Distinguish between modern and revolutionary socialism and its effect upon contemporary political ideologies.
2. Analyze Marx's theory of Communism in light of contemporary political views.
3. Explain three main principles of Keynesian economic theory as related to the United States economy.
4. Analyze the laissez-faire theory in view of past United States economic problems.

5. Identify the factors influencing the direction of modern economic and political systems.

6. List and analyze five objectives of Democratic Socialism using the United States and Great Britain as examples.

7. Show an understanding of the different world economic systems in relation to your role as a citizen of the world by written answer on the final examination.

Content

1. Text used was Mental Health and Human Behavior by William Keezer.

2. Hand-out material prepared and used included the following:
   a. "The Social Sciences" Social Science Elgin F. Hunt
   b. "Environment" Social Science Elgin F. Hunt
   c. "Agencies of Socialization" Society Ely Chinoy
   d. "Classical School of Economics" Man's Behavior Jules Karlin
   e. "The Communism of Karl Marx" Ideas of the Great Philosophers William S. Sahakian and Mabel Lewis Sahakian
   f. "Dialectial Materialism" Ideas of the Great Philosophers William S. Sahakian and Mabel Lewis Sahakian

3. Media:
   a. Transparency - "Introduction to Social Science"
   b. Tape - Dr. Conditt The Development of the Concept of Self
   c. Film - "Run" (in cooperation with Mrs. Lyons)
   d. Film - "Importance of Mother"
   e. Lecture - Ralph Nader

4. Formal Presentations with the use of note outlines, transparencies, and tapes included:
   a. Introduction to Social Science
   b. Who Am I
   c. Heredity and Environment
   d. The Socialization Process
   e. Attitude, Beliefs, Opinions, Conformity, and Prejudice
   f. Cultural Insitutions - Family and Religion
   g. Economics - Laissez-faire, Capitalism, Socialism, and Communism

The unit on Economics was an experiment in cooperation with Mrs. Lyons' unit in Consumer Communications. This unit was included as a part of "Who Am I?". Major emphasis was placed on different economic theories.

Evaluation and Recommendations

The text book Mental Health and Human Behavior was of little use in the course. I plan to use Sociological Perspectives by Ely Chinoy for "Who Am I?". It will be used as supplementary material rather than a text. In addition, the course should be approached from a cultural viewpoint rather than a psychological one. The Career Planning Instructors are better qualified to teach "The Concept of Self". Moreover, this would eliminate a part of the needless repetition between courses.

The use of hand-out material has been very helpful for classroom instruction. It is virtually impossible to find a single source to support the unit "Who Am I?". Therefore, collecting material from all available sources is necessary to meet student needs. Student response to this material has been favorable with the help of the Reading Lab. In addition, classroom attendance and attitudes have been good.

Films were important for Social Science. The film "Run" was very effective in stimulating student interest in analyzing contemporary problems. Perhaps it would be more effective for the second semester. Note outlines used for formal presentations were also helpful.

For Economics, we need six weeks instead of three weeks. There is too much material for adequate discussion periods. The unit would have been more successful if I had provided for more small group discussions. Also we should think of using this unit for the second semester. The students seemed to be more interested in economics than in "Who Am I?". Perhaps we should avoid the use of the words "Who Am I" as much as possible. This can be accomplished and still teach the unit.

Career Planning
Abe Washington

Fall, 1969-70

Objectives

1. The unit should help the student become acquainted with TCJC, its administrators, its faculty, its curricula, its services, and the regulations regarding student conduct, activities and academic requirements.

2. The unit should help the student understand himself and his relationship to society.

3. The unit should provide the student with information about himself, including his aptitudes, occupational interests areas and potential level of development.

4. The unit should better prepare the student for making more realistic career choices, taking into account the new information about himself he has obtained through test interpretations.

Behavioral Objectives

1. Orientation:
The behavioral objectives in this part of the unit are recognized to be vital to the successful participation in college life at TCJC. However, this part of the unit did not receive adequate attention, due to time spent by test administration.

2. Self-concept:
The behavioral objectives listed under this part of the unit seem to be achieved very effectively. The fact that students were able to consider factors contributing to self-concept development and the results of their performance on the GATB, the Beta and the Kuder DD provided the basis for self analysis. Consequently, students now are more inclined to view themselves objectively in terms of their ability to achieve educational and vocational goals.

3. Psychological Test Interpretation:
The behavioral objectives of this section lend themselves very well toward meeting the criteria test, in as much as they assist the students to make objective self-analysis of real and potential character traits. An improvement in

the testing program was experienced in that more test data are complete at this time than were completed at the same period last year. Of course, this was accomplished at the expense of cutting short the time alotted for orientation.

Content

1. Orientation to College:
   a. The Student Document was used very effectively, thanks to Mrs. Mary Lyons who collected, organized and edited the material.
   b. The college catalog was the most important and effective instrument used in the orientation.

2. Self-Concept:
   Reading hand-outs, such as Psychology of the Self, Factors Affecting Vocational Behavior and Development worked very well to stimulate group discussions.

3. Psychological Test Interpretation:
   Transparency and mimeograph copies of GATB interpreting literature and the Kuder Interpretive Leaflet were used to interpret test results to students. They were helpful.

Recommendations

As was pointed out earlier, this part of the unit (orientation) is very important to the student's successful participation in college life. However, the need to administer tests, get them scored and interpret results to student and faculty within a time period that has a meaningful effect upon the counseling and instructional program is, also, of major importance. Therefore, it seems to me, that the orientation portion of the unit could be handled by another faculty team member, preferably the Social Science professor. In exchange, the counselor could take over completely, the presentation of "The Development of the Self-Concept", which could come later in the unit.

Humanities
Sue Scott

Fall, 1969-70

Objectives

1. To assist the student in verbalizing his own religious and philosophical beliefs.

2. To acquaint him with the major philosophies and religions of America.

3. To enable the student to distinguish between Christian and non-Christian.

4. To help him differentiate major religious denominations.

5. To demonstrate how religious and philosophical beliefs affect ethical and moral conduct.

6. To foster an attitude of respect for the religious and philosophical beliefs of others.

At the end of this unit the student will be able to:

1. Verbalize his personal philosophical and religious beliefs.

2. Name and discuss the philosophies of Socrates, Plato, and Aristotle, distinguishing between relativism and absolutism.

3. Demonstrate through writing or speaking that he knows the differences and likenesses between the major philosophies of the Eastern and Western cultures.

4. Categorize his religious beliefs as non-Christian or Christian, and if the latter, as Protestant or Catholic.

5. Distinguish the doctrinal beliefs of Protestants, Catholics, and Jews.

6. Identify Protestant sects by doctrinal differences and classify them as liberal or fundamental.

7. Examine his own conduct in relation to his professed beliefs.

Content

1. There is no text for Humanities I, so readings were prepared which included:
    a. "Dusty and the Duke" from Life magazine
    b. Excerpts from Pensees Blaise Pascal
    c. "Time of Life", "The Young" from Aristotle
    d. Selected sayings from Plato, Aristotle, the Upanishads, the Old Testament, the Egyptian Book of the Dead
    e. Comparison of Religious Beliefs: 16 American Denominations
    f. What Catholics, Jews, and Protestants Believe: A comparison chart
    g. Poems from William Blake:
    "Little Lamb Who Made Thee?"
    "The Tyger"
    "The Chimney Sweep"
    "Little Black Boy"

2. Films Presented:
    a. "The Parable" (in cooperation with Mrs. Lyons)
    b. Field Trip Films: Midnight Cowboy, Alice's Restaurant, and a special showing of Easy Rider
    c. Video Tape: Hal Holbrook: "An Evening with Mark Twain"
    d. Creative Expo and Special Halloween program on the occult sciences
    e. Lectures included use of phonograph, tapes and slides

Evaluation

Because Humanities I lacks a textbook and formal syllabus, and I lack experience in Basic Studies, I felt at a loss to organize the varied disciplines with any degree of effectiveness for the "Who Am I?" unit. Next semester's beginning students should fare better; a philosophy textbook and my meagre but rapidly expanding experience in preparing more effective readings and in using media more often and more constructively will undoubtedly make Unit I a successful unit.

Several problems, although relatively minor, complicate the organization of this unit. The Creativity Expo, while proving a valuable aid in providing an entertaining and expressive outlet for each student's creativity, comes at a rather inopportune time during the semester. The Expo would be more beneficial (at least for me)

during the spring semester when we are studying art, music and drama rather than during the unit on religion and philosophy.

A major difficulty in organizing the "Who Am I?" unit lies in the nature of the discipline itself. Humanities is the study of the cultural history of civilization, which presupposes an interest in and attention to the historical and traditional values which have informed our culture. But the students' values are limited by their weak reading skills and all too often a restricted cultural environment. Before such students can properly ask the question "Who Am I?" in relation to the arts and philosophical beliefs, they must, it seems to me, have some basis of knowledge about their cultural heritage.

At the risk of sounding heretical, I suggest that the basically sound student-centered approach can sometimes lead to misplaced emphasis. We encourage personal opinions, too often based on misinformation, lack of information, or prejudice. To give the students an opportunity for successful classroom experiences is an excellent teaching device, but I often wish that the question "Who Am I?" could be answered after the question, "Where Did I Come From?" At the same time, this unit provides a perfect forum for the discussion of conduct in relation to belief.

The person limited to his own cultural environment is as limited to his own experience as the person who cannot read. Humanities can serve a unique purpose by offering the quality of excellance in life; if a student knows the best of what has been composed and painted and written--then he is armed to make intelligent choices about his world of values. He may end by prefering Playboy and the Beatles to Plato and Bach, but he will have had the dignity of choice. However ephemeral taste my be, (and however difficult to pin down in behavioral objectives), values are lasting; I trust that next semester I can organize the first unit in such a way as to be more successful in imparting these cultural values to the students.

Forgive my unnecessary Apologia for Humanities; I have simply been concerned with the sometimes frustrating, but always fascinating task of trimming the discipline to fit the Protean bed of Basic Studies.

Vertical Team Three

"Who Am I?"

Natural Science
Allen Triplett, Team Chairman

Fall, 1969-70

Content

A Modern Concept of Health - Chapter one

Why study Natural Science? So as to understand my body better and know how to detect health problems that might arise due to abnormal functioning of the body.

1. Factors influencing health
2. Health science and personal health
3. Personal health in the United States
4. The impact of illness
5. The major killers: heart disease, cancer, and stroke
6. Importance of health education

The Cellular Basis of Life - Chapter two

Why study cells? Life does not occur apart from cells.

1. The cell theory
2. Application of the cell theory to human life
3. The chemical foundations of life
4. Cell energy
5. Control of cell function
6. The cell
7. How the cell reproduces
8. The cancer cell

The Heart and Blood Vessels - Chapter four

Due to the fact that the heart is most important in the functioning of our body and heart disease is the leading cause of death, it is considered to be a necessary part of the unit, "Who Am I?"

1. The heart
2. Heart disease
3. The structure and function of blood vessels
4. Atherosclerosis: blood vessel disease
5. Blood pressure
6. Abnormalities of the blood pressure

The Respiratory System - Chapter five

Respiratory illnesses account for more lost days from work than any other disease.

1. The anatomy of the respiratory system
2. Mechanisms of respiratory system
3. Specialized respiratory movements
4. Common diseases of the upper respiratory system
5. Common diseases of the lower respiratory system

The Nervous System, Sight, and Sound - Chapter nine

The nervous system coordinates all the other systems in the body.

1. The neuron
2. Properties of the neuron
3. The synapse
4. The effector organs
5. The central nervous system
6. The spinal cord
7. Important functions of the nervous system

8. Common disorders of the nervous system

9. The eye

Evaluation

1. Teacher's judgement of the unit success:
The criteria established by the teacher was a minimum of 50 percent proficiency on the instruction objectives. The "raw score" test results are as follows:

a. Test I

mode	56
median	51
range	82-21

b. Test II

mode	70
median	56
range	86-18

c. Test III

mode	56
median	56
range	92-15

2. Changes suggested for next time:
   a. Investigate more fully the use of audio visual material including prepared instructional objectives developed from the film prior to the student viewing the film.

   b. Programmed learning to the extent that if the student does not achieve the minimum criteria, the student would repeat that portion of the unit on a self study basis with the use of prepared instructional objectives.

   c. Attempt different teaching methods so as to enhance motivational efforts on the part of the student.

Social Science Fall, 1969-70
Jackson Eng

General Objectives

1. The student should be able to view himself as a unique product of his heredity, environment and experiences.

2. The student should be able to better understand himself in relation to his social and behavioral nature.

3. The student should be able to associate the understanding of self to the understanding and acceptance of others as unique beings.

Specific Objectives

The student will be able to:

1. Identify the twelve (12) disciplines commonly included in the Social Sciences.

2. List the five (5) steps involved in the scientific approach to research or fact-gathering.

3. Identify and discuss several findings on man's paradoxical behavior.

4. Identify two (2) unique abilities of Man that make him superior to all other animals.

5. Identify and/or differentiate between adaptive and adjustive reactions.

6. Identify and discuss the principles of homeostasis.

7. List at least six (6) traits common to everyone that are determined by heredity.

8. Identify the three (3) major influences on one's personality development.

9. Identify the stages in the psycho-sexual development of the individual according to Freud.

10. Identify the functions of the id, ego and superego.

11. List the three (3) stages of Mead's concept of the development of self.

12. Identify the three (3) phases involved in Cooley's explanation of the formation of self.

13. List four (4) physiological drives of Man.

14. List three (3) basic emotions found in Man.

15. Identify some of the terms used in discussion of personality theories.

16. List and define mechanisms of ego defense.

Content Outline

I. Introduction to Social Sciences
   A. Disciplines (12) commonly included — Hand-out
   B. Family Tree of Behavioral Sciences — Transparency
   C. Scientific approach to research (systematic data-gathering)

II. Foundations of Self and Personality — Text Intro (Chapter one)
   A. Man's paradoxical behavior
      1. Some findings
      2. What is Man?
      3. Culture
      4. What is life?
      5. Health and adjustment

   B. Psychobiological concepts — (Chapter five)
      1. Integration of body (organism)
         a. holistic
         b. homeostasis
      2. Heredity as an influence of personaltiy
         a. genetic inheritance
         b. acquired characteristics

   C. Growth and development — (Chapter six)
      1. Terminology
      2. Biological- environmental-experiential factors
      3. Pre-natal
      4. Infancy-childhood
      5. Adolescence

6. Adulthood
7. Old age - senescence
8. Maturity

D. Self-concept and personality (Chapter seven)
tape

1. Concept of self as influence on behavior
2. Freudian psychology Hand-outs
   a. id
   b. ego
   c. superego
3. Other factors
   a. chemical: drugs, alcohol, medications
   b. emotional: fear, worry, stress (Psychogenic symptoms)
4. Aspects of self: image, ideal, role Hand-outs
5. Motives - Drives
   a. physiological
   b. general
6. Emotions

Evaluation

The emphasis this semester on the first unit was to keep it mostly on the social and behavioral aspects of the individual. Recalling last year's first unit as being too much to introduce at one time, I did omit a great deal of material. Large group lectures were planned on the basis of adding to the reading assignments from the text. It appears this was not as successful as anticipated as I proceeded on the assumption that having a text to read plus small group discussions would help the student to grasp the material. This still continues to be a problem with the majority of students. The students on the whole tended to want to use small group time for review of the reading assignment akin to a reading aloud of the assigned chapter. I had been led to believe that Reading Lab was going to help us with the slow reader and those having trouble with comprehension. It also appeared some students never took time to look up words they did not understand. I was tempted to resort to giving out vocabulary lists not only for study but, also, for homework. (My daughter gets this in the fifth grade.) Asking each block for indications of difficulty with the readings is not a productive approach. An Outline of the reading assignment in the text was given to Joan at the beginning of the semester.

Although we say that students feel better about course material and content if they have a text to use, the truth still remains that no suitable text is available.

My impression is that the student will respond much better to that which is more concrete than abstract and that which he can quickly relate and identify within terms of his own level of social functioning.

My problem with the first Unit may be one of trying to achieve too much depth. Yet the other alternative will be one of trying to increase the breath. Either way the <u>amount</u> of material remains the same but with different emphasis and demands from the student.

Communications Fall, 1969-70
Bill Knox

General Objectives

Upon completion of Unit I, the student will:

1. Have established rapport with the class members.
2. Have gained some understanding of:
   a. What is worth communicating.
   b. Why he communicates.
   c. How he communicates.
   d. Why he needs various levels of communication.
   e. Why language is a part of his personality.
3. Be able to list and show some understanding of the 4-point criteria.
4. Be able to discuss and show some understanding of the scientific method.
5. Be able to list and show some understanding of group discussion techniques.
6. Be able to write a paragraph with a proper thesis, adequate supporting ideas, and a conclusion in all integrated team assignments.
7. Understand that paragraph structure is much akin to total theme structure.
8. Be able to show some understanding of the simple sentence patterns.

Secondary Objectives

Upon completion of Unit I, the student will:

1. (rapport) be able to:
   a. identify at least twenty members of his block.
   b. identify the teachers on his team.
   c. communicate to a greater degree in group discussion.
2. (commo) be able to:
   a. discuss in written form the various levels of communication he will need.

b. discuss in written form how, what, and why he communicates.

3. (4 point) be able to:
   a. list the 4 point criteria.
   b. discuss in written form the importance of the 4 point criteria.
   c. write a theme which indicates his ability to use the 4 point criteria.

4. (scientific method) be able to:
   a. explain, using examples, the value of the scientific method.
   b. explain using examples, the difference between "all" and "some".

5. (group discussion) be able to:
   a. list at least five duties for both chairman and member of a group discussion.
   b. identify in writing <u>his</u> problems in group discussion.
   c. identify in writing his group's problems in group discussion.

6. write "proper" themes and journal entries <u>in all team areas</u>.

7. discuss in writing the similarities between a paragraph and a theme.

8. (sentence, grammar, usage errors) be able to:
   a. recognize by explanation and example the basic sentence patterns.
   b. point out his and others grammar and usage errors.

<u>Objectives Evaluation</u>

1. Self-concept:
   a. Rapport: The students had little trouble establishing rapport with the teacher or the students. Group discussion was a real aid here, along with its other benefits.
   b. Group Discussion: There is little doubt in my mind that the students gained much from the discussions and that they became rather skillful in their use of the technique. But it is difficult to say whether I spent too much time teaching the technique. I also found that I was "in the

discussion" myself far too often, as were the members of the class at large. The students had no difficulty identifying their strengths and weaknesses in performing the skill. The real strength of group discussion lies in its use in teaching the other objectives.

c. Basic Communication: The students began to recognize the problems one has in all types of communication. Themes and group discussion all aided in the discovery. Most of the students quickly began to realize the importance of effective communication. Of course, one could never motivate the students "enough" along this line.

d. Personality Identification: Although this was the center of the unit, I believe that the students could, or should, have learned a great deal more about themselves as communicating individuals than they did. But, after all, to know thyself is hardly a human possibility. The students did, though, learn something from a combination of this and objective "c".

e. Scientific Method and Four Point Criteria: I feel that I had much more success with these objectives than I thought possible at the beginning of the semester. Most of the students are well aware of the value of both and seem to make good use of them most of the time. Since all members of the team insist on the use of both tools, there is much more motivation than there would be without the team effort. Essay questions, themes, and paragraphs all evidence the effect.

f. Communications and Career Planning: There was clearly a great deal of improvement in the integration of communications with all of the other disciplines in the team, but perhaps the greatest improvement of all was in its relationship with Career Planning. Although it is difficult to measure, the level of reevaluation of the students self concept was much higher than it was last year. Placement will certainly be easier and more effective this year.

Content

I have managed to integrate class and small group discussion with the writing assignments much more effectively than last year. Each discipline has been fed at least one writing assignment of theme

length with comments by the instructors relating to the four point criteria. The themes are kept in a folder, and the student is required to take the criticisms of the other students and the members of the team and seek to understand his problems in idea and structure. The student is also required to keep a list of his individual errors in usage in the folder. The topics were well covered in small group discussion before the writing was done. The topics were:

1. Social Science: three influences on the student's personality.

2. Natural Science: a choice of topics concerning three developments in medical science or the function of the cell in the body.

3. Humanities: one assignment on Alfie and one on Alice's Restaurant.

4. Communications: two open topic assignments and one three question essay.

5. Career Planning: one assignment concerning three influences at three stages in the student's life which have affected his life's direction.

The students were also given various assignments which were concerned with structuring and supporting an idea without actually writing on it. Most of the small group discussions ended in the student's structuring an idea on paper without actually doing a complete writing assignment.

Evaluation and Recommendations

This year, I moved the reasoning and propaganda sections to the second semester. It will fit better there since it is better related to the topic. Again this year, I have not used the text or media as much as I should have. I have used the opaque and overhead, but I have not used head sets or the T.V. replay unit as yet. I propose to do this later.

I feel that the team itself is functioning much better than it was last year in all aspects; it is much more integrated than it was last year. I have done various assignments in connection with Humanities; we were quite effective in role playing which I consider an excellent device for communication and teacher evaluation. We have done more class visitation than last year also. Our problems, as I see them are in attendance and total team integration. Reading Lab was also rather ineffective.

Humanities
Jean Crow

Fall, 1969-70

General Objectives

1. Establish a favorable climate for learning based on rapport, free expression, trust, tolerance, and community spirit within the classroom.

2. Encourage appreciation for Humanities as an integral part of a well-rounded personality.

3. Determine what the student knows now and what he wishes to learn about religion and philosophy.

4. Develop individual awareness concerning the human condition -- the nature of man and his environment.

5. Encourage the student to ask original questions and seek original answers pertaining to religion and philosophy.

6. Increase the student's power of critical thinking.

Specific Objectives

At the conclusion of this unit the student should be able to:

1. Distinguish between religion and philosophy.

2. Distinguish between ethical, moral and religious choices, and determine whether or not his decisions are relative or absolute.

3. Discuss major characteristics of the idealist, realist, pragmatist, escapist, and existentialist and determine the characteristics which apply to him.

4. Express and explain "Who Am I?" through a creative project.

5. Identify the distinguishing characteristics of the major world religions - Hinduism, Buddhims, Islam, Judaism and Christianity.

6. Know the fundamental beliefs of his own denomination.

7. Express his own personal concept of God.

8. Know the basic differences between the Catholic, Protestant, and Jewish faith.

9. Using the four point criteria, write a paper synthesizing the personal religious beliefs he can accept now.

Content

1. Text:
   a. Art and Music in the Humanities - De Long, Egner, and Thomas
   b. Life Series on world religions
   c. Situation Ethics - Joseph Fletcher
   d. The Holy Bible

2. Media:
   a. "Humanities Happening" with slides, tape and overhead projector
   b. Video Tape from Mark Twain's Letters from the Earth
   c. Alfie
   d. Easy Rider
   e. "The Parable"
   f. Film strip and recording on religions of the world
   g. Slides and records with lectures

3. Readings:
   a. "Time of Life; The Youth" Aristotle
   b. "Allegory of the Cave" Plato
   c. "The New Morality" Joseph Fletcher
   d. Check list on "Degrees of Rightness"
   e. Characteristics of the realist, idealist, mystic, escapist, pragmatist, existentialist
   f. "Getting to Know You" from The Christian
   g. Comparison between Protestant, Catholic and Jew
   h. Religious beliefs -- sixteen denominations
   i. Readings on major Christian denominations
   j. "The Spirit of Hinduism"
   k. "The Path of Buddhims"
   l. Readings on Christianity from the Holy Bible

4. Lectures:
   a. Introduction to Humanities
   b. Hellenism and Hebrism
   c. Idealism, realism, pragmatism, mysticism, escapism, and existentialism
   d. Religions of the world
   e. Christianity

5. Special Events:
    a. Psychic Festival
    b. Creative Expo
    c. Interview with minister
    d. Field trip to Congregation Ahavath Sholom

Evaluation

In evaluating the unit "Who Am I?" my feelings are mixed. At times I think I am reaching at least part of my objectives, while at other times, I am not sure. Occasionally I see an outstanding spark of enthusiasm and interest on the part of some students which is encouraging.

Getting to know the students individually is the greatest aid in teaching. Therefore, in the next beginning class I hope to do this as soon as possible. I think it may be helpful to require a short conference with each student individually during the first six weeks. As I see it, mass motivation in this program is almost an impossibility. At the beginning of a semester role plays and activities in group dynamics would be helpful to "break the ice." The "Creative Expo" helped me to become aware of and acquainted in depth with more students. However, I feel that the "Creative Expo" as an art form may be more effective late in the spring semester. At that time students will have had an opportunity to become exposed to artistic mediums of expression.

A good basic text would be helpful, especially for the beginning teacher.

I feel less time should be spent on "Who Am I?" at the beginning and the subject should be explored again at the end of the year. The two could be compared to see what changes have taken place.

Sometimes the students seemed to get bored with such a concentrated study of religion. Often I felt troubled knowing I was instrumental in confusing them about their faith. I know religion should be an important part of Humanities, yet I often wonder if I am qualified to instruct them in matters of the soul.

In conclusion, I feel that student involvement is the key to interest. Although the students do not expect this in a college, classroom time will be a Lab, for doing "their thing."

Career Planning
Triesha Light

Fall, 1969-70

General Objectives

Orientation:

1. To aid the student in becoming acquainted to college in this period of transition from a high school to a college setting.

2. To define the purposes and policies of the Basic Studies program.

3. To be able to name and identify the administrators of the college.

4. To identify student, faculty and visitor parking areas.

5. To explain what "GPA" means and how it is figured.

6. To be able to identify campus buildings.

7. To be able to learn the meaning of "Scholastic Probation" and "Good Standing."

Psychological Test Interpretation:

1. To aid the student in developing a realistic awareness of his interest, aptitudes, and personality traits as well as improvement of these from negative to positive.

2. To aid the student in reaching a realistic view of themselves, their aptitudes, their strengths, and their weaknesses.

Self-Concept:

1. To guide the student toward a realization of their self-concept with emphasis on their evaluation of this self-image, seeking improvement of it from a negative to a positive viewpoint.

2. To explore some elements of self-image psychology (Psycho-cybernetics) with emphasis on structure of real self vs. ideal self.

Content

Orientation:

During this study, the student was assigned to know the administrators of TCJC District and South Campus. The last day to drop and add classes with a grade of "W" was stressed. A handout covering parking areas and rules was passed out. The students arrived at a mathematical solution as to how grade points and grade point average are figured. A tour of the campus enabled the students to identify buildings on the South Campus -- a map was also furnished. The meaning of "Scholastic Probation" and "Good Standing" were discussed. A tour of the LRC enabled students to become aware of the library and its many facilities.

Psychological Test Interpretation:

During the Testing the following tests were administered: General Aptitude Test Battery, Kuder Interest Profile, Beta (non-verbal) Intelligence Test, and The Mooney Problem Check List. On the General Aptitude Test Battery, a profile card was filled out on each student which enabled them to see certain high aptitudes. This test was interpreted to the students by the counselor. The Kuder Interest profile was interpreted to the students in individual counseling sessions. This proved to be beneficial in localizing the student's interest in various occupations. The Beta Test was interpreted to the students. This proved to be beneficial overall in showing many that their basic ability was higher than they thought. In many cases, this was a factor for improved self confidence. The Mooney Problem Check List was used only as a counseling tool. This helped in locating problems in the students background (family, environment, etc.) During individual counseling sessions the Mooney proved very valuable in locating deep emotional conflicts whose symptoms were shown in school work being done poorly. In the individual counseling sessions, interests and aptitudes were tied together in coming up with a list of jobs the individual might be interested in. The Encyclopedia of Careers, my career files, the Occupational Outlook Handbook, and the Dictionary of Occupational Titles were used for reference.

Self-Concept:

In this study the book, Psychocybernetics, by Dr. Maxwell Maltz was used. This was very successfully accepted by the students. The study started off with a basic definition of Psychology and how in Psychocybernetics, the field of psychology and science of Cybernetics were united. The chapter titles employed in this study will reflect content:

"The Self Image -- Your Key to a Better Life"
"Discovering the Success Mechanism Within You"
"Imagination -- Your First Key to Your Success Mechanism"
"De-hypnotize Yourself from False Beliefs"
"How to Utilize the Power of Rational Thinking"
"Relax and Let Your Success Mechanism Work For You"
"You Can Acquire the Habit of Happiness"
"Ingredients of the Success-Type Personality and How to Acquire Them"
"The Failure Mechanism -- How to Make it Work for You, Instead of Against You"

The students found the chapters on the Failure Mechanism and the Success Personality the most interesting.

Exercises done in this unit of study were:

1. Self-concept: define this in your own words.

2. List ten examples of self-concept.

3. From the movie Alice's Restaurant, write Arlo Guthrie's self-concept.

4. Place your self-concept rating somewhere on a scale from 0-10 on which 10 is positive and 0 is negative.

5. Tell of at least five significant experiences which have contributed to your self image.

There was integration with Communications and Humanities in this unit. In English, they wrote a theme giving three significant experiences affecting one aspect of their concept. In Humanities, the integration was with the assignment number three on Alice's Restaurant.

Evaluation

Orientation:

All of the material was presented. I felt it was a bit rushed in that not enough time was available for assignments to reinforce what was covered in class. Part of this ineffectiveness is due to me. At the first of school I was a bit scared of my students and not knowing if I was going to be competent in my new job. Time has in part, removed this problem. The teacher has developed a degree of self-confidence in this subject and job through the last three months.

In other words, I feel more confident now than I did in September. The Student Document was very valuable in this unit study.

Psychological Testing Interpretation:

The tests enabled the students to strive for objectivism in viewing themselves. This enabled students to identify strengths and weaknesses, interests, and a view of their ability. I feel the testing is valuable, but should be done in smaller groups. The results of the tests being interpreted tied in beautifully with the study of self-concept.

Self-Concept:

This study was successful with a majority of students. From the individual counseling sessions I have been conducting, I have been able to get positive feedback concerning the study of Psychocybernetics. It showed the student that he can control his behavior and habits if he wants to. The biggest thing really to come out of the testing and study of Psychocybernetics was it showed some students that their basic ability was average. If they did not make it in school or whatever they decided on for a career, it was not because they did not have the intelligence but it was in their minds (self-concept). Realizing this puts the responsibility on the individual. For most it showed them clear-cut where their problems did lie. If the problems lie in self-concept, then the study of Psychocybernetics showed them a way (if employed) that could change this. It is really hard to put down on paper. I am enthusiastically recommending this study next year. It is written on the student's level and something they can relate to.

I did not get to spend as much time on this unit as I wanted to. Proper planning in advance will alleviate this next year. Part of the problem being present this fall was in my not knowing what this study could do, since it is the first time we have used it.

Individual Counseling:

This is a project I launched on my own. This project was six weeks in length and involved seeing every student on Team 3 for a thirty-minute counseling session. The sessions involved having the Kuder Test interpreted, making reference to the Encyclopedia of Careers for information on various occupations, discussing the students views on Basic Studies, and from the Mooney Problem Test, mentioning any specific problems confronting the students. Project C in the book "Evaluating the Counseling Interview" has provided feedback and information for future appointments. I have been very excited about the project and the results. It has had significant

success for the following reasons:

1. It has helped to establish better rapport.

2. It has opened lines of communication for the student and the teachers.

3. It has helped to identify individual problems.

4. It has provided valuable feedback for the overall effectiveness of the team.

5. It has given the counselor a more complete total perspective on each student as an individual.

Recommendations

1. Orientation should be handled by some other team member. The study of "Study Habits" should come first in Career Planning.

2. The large group meeting should not exist the first semester. I favor more small group meetings.

3. From my counseling the following recommendations were made:
   a. A math course should be offered.
   b. The students favor more small group meetings in Career Planning.
   c. There is too much time between some classes.

Reading Lab
Sandra Ross

Fall, 1969-70

Objectives

1. Students will determine "Who Am I as a Reader?"
   a. Standardized test (STEP Reading IA and IB)
   b. Informal inventory by instructor
   c. Diagnostic tests in various programmed material

2. On the basis of the test scores, the student will set his own goals, and periodically attempt to assess his progress toward these goals.

3. Students will learn to operate the mechanical aids in the reading lab.

4. Students will learn to work through all the various sets of prepared material in the proper manner, and learn to plot their own progress.

5. Students will exhibit better study habits. Especially they will survey and form questions about a selection or assignment before beginning to read.

6. Students will realize that reading material varies in difficulty, in the author's purpose, and their purpose for reading. Therefore, not all material can be read at the same rate of speed. Furthermore, speed without adequate comprehension is useless.

7. Students will know that they can ask for and expect to get help with reading and studying content area material assigned by other instructors.

Content Outline

I. First three weeks -- testing and diagnosis

II. Weeks four through nine
   A. Presented all of the available materials and mechanical aids, taught students how to use them, when to use them and why, and had students actually work exercises particularly needed by them. Much of the material they used was also very general and not assigned on an individual basis. Emphasis was placed on stating the main idea and making inferences.

B. Worked on the study method SQ3R and had students apply the method to content material.

C. Did a great deal of "group tutoring" for science tests. Also worked in groups on vocabulary from other content areas.

D. Had students go to bookstore and select a paperback which interested them. The division bought the books, placed them in the reading lab, and encouraged students to read them.

E. Showed films (ordered through Media Center)
   1. "How Effective is Your Reading?"
   2. Reading Improvement Series
   3. "Comprehension Skills"
   4. "Defining the Good Reader"
   5. "Effective Speeds"
   6. "Better Reading"
   7. "Vocabulary Skills"
   8. "Word Recognition Skills"

III. Week ten
   A. Lesson on tape, "What is Literature?" as a review and a preview for Inherit the Wind and novels to be read second semester.

IV. Weeks eleven through twelve
   A. Lesson on tape, "Following Sequence" and "Sensory Imagery"

V. Weeks thirteen through fourteen
   A. Lesson on tape, "The Play's the Thing" reviewing plot, characterization, setting, sequence, and theme. Inherit the Wind was discussed in terms of elements of the drama, but not in specifics about the play itself.

Evaluation

There was too much time spent on diagnostic testing at the beginning of the semester. In the future, I will attempt to have the standardized test administered in large groups and in one block of time, rather than split into two sessions.

I attempted the introduction and use of too many materials at one time. As a result, the students have a sampling of everything, but I doubt that any single weakness has been overcome with any

student. The original attempt was to satisfy students' curiosity about all the machines and material and at the same time to, through one or another of the available materials, get them excited about coming to the reading lab. As a result, there was probably more confusion than excitement.

Much of the confusion came from my idealistic attempt to individualize the skill work. As I see it now, an individualized program will not work for several reasons:

1. The reading assistants may not know enough about methods of diagnosing or teaching reading and using our materials to effectively operate an individualized program...or may not have the time to devote to such a program.

2. The room is too small for flexible grouping which would necessitate students' moving about from one activity to another in a given hour.

3. The students are not sufficiently motivated to push themselves to complete the work in one area so that other students can use the same facilities.

4. A truly individualized program would necessitate having the students buy some of their own material since it would be very expensive for the division to equip the lab with multi-level material. I prefer that the students not be asked to buy materials or books for reading lab.

5. Students are in the reading lab only two hours per week. After allowing time for integrating reading with other academic areas, there is little time left for the students to accomplish very much individually in a specific skill area with easier-than-college material.

It seems that the solution lies in finding the major areas of weakness with an entire class and doing group work on those skills. The students who are strong in a given skill can be a "buddy teacher," sharing personal methods and applications.

Also, another aspect of teaching reading must be explored -- having content area teachers teach the reading of their own textbooks, or at least incorporate reading skills into their assignments, discussions, or tests.

Students are evaluating the reading course favorably at this time. However, those students who do not like reading lab and would therefore give it a poor evaluation, are probably no longer coming to class or school.

Students complain about all the tests we have. They are confusing tests which are given as part of a course grade with tests as a method of checking comprehension and speed at the end of each exercise. These students have never been in a situation where they could check their own progress after each step, and they have a difficult time believing that it is only for their own benefit, not for my gradebook.

The students like the use of mechanical aids best. These devices do more good toward motivation than toward the improvement of reading. However, because some students probably continue to attend reading lab with the hope of using the machines, I feel that they should continue to be used periodically throughout the year. Major emphasis should not be placed on the machines, however, until the last half of the second semester.

I have used seven films this semester. In the future, film selection should be more carefully done with less class time taken up in this way. This will be possible now that I have seen the films.

Most of the students reacted quite favorably to the selection of paperback books. Again, this was something they could not quite believe was real. Many later asked me when they had to turn in a report on these books. I suppose they have never been asked to read recreationally without having to report on it.

Other students probably have never owned a book. It has become quite obvious that many students thought that these books were gifts to them. From the looks of the racks at this time, and after a request that books come in before Christmas, I will guess that fifty per cent of the paperbacks will never be returned.

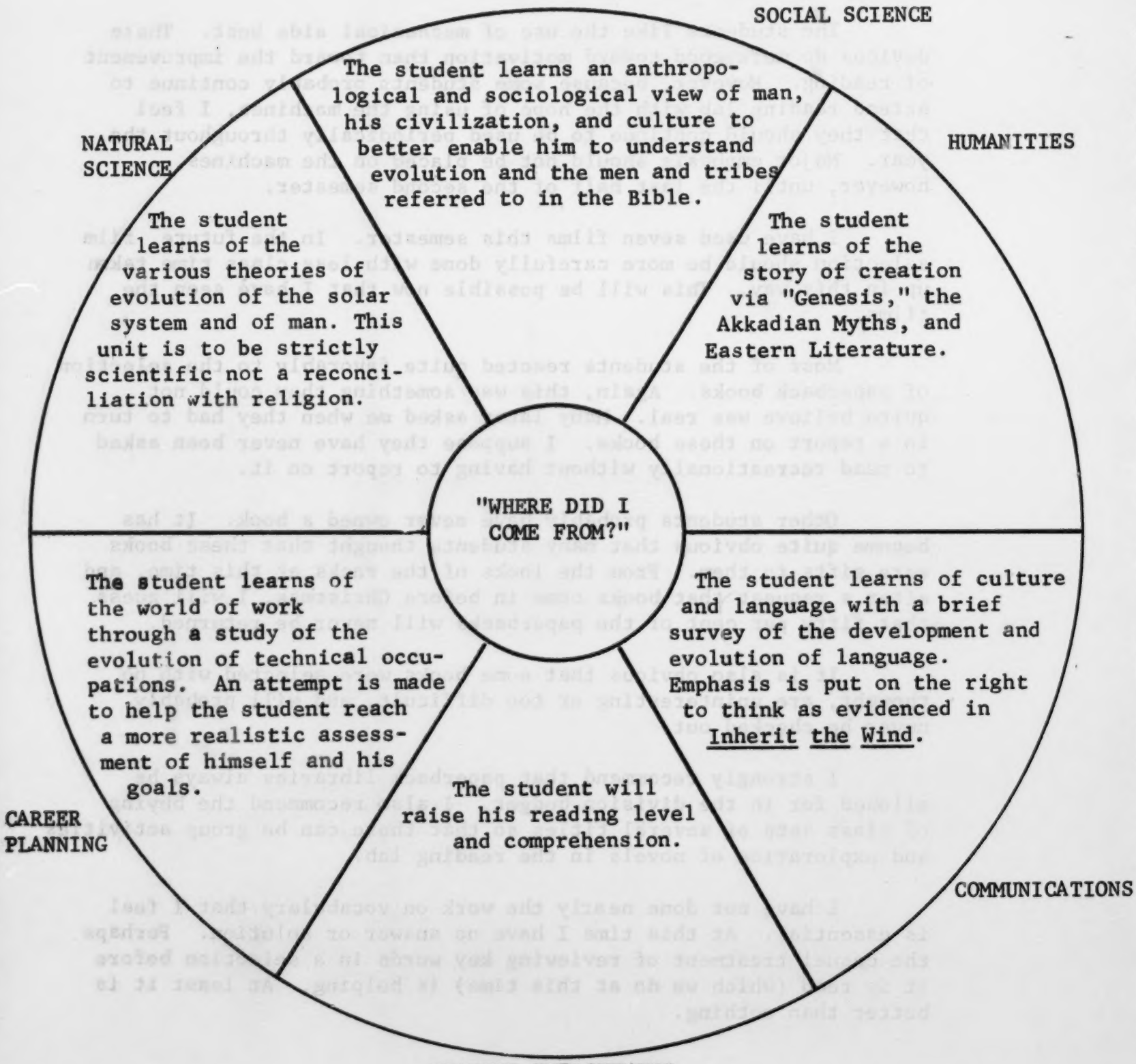
It is also obvious that some books were selected with no thought, are uninteresting or too difficult, and will probably never be checked out.

I strongly recommend that paperback libraries always be allowed for in the division budget. I also recommend the buying of class sets of several titles so that there can be group activities and exploration of novels in the reading lab.

I have not done nearly the work on vocabulary that I feel is essential. At this time I have no answer or solution. Pernaps the casual treatment of reviewing key words in a selection before it is read (which we do at this time) is helping. At least it is better than nothing.

FIGURE 5

UNIT II: "WHERE DID I COME FROM?"


SOCIAL SCIENCE
The student learns an anthropological and sociological view of man, his civilization, and culture to better enable him to understand evolution and the men and tribes referred to in the Bible.
NATURAL SCIENCE
The student learns of the various theories of evolution of the solar system and of man. This unit is to be strictly scientific not a reconciliation with religion.
HUMANITIES
The student learns of the story of creation via "Genesis," the Akkadian Myths, and Eastern Literature.
"WHERE DID I COME FROM?"
The student learns of the world of work through a study of the evolution of technical occupations. An attempt is made to help the student reach a more realistic assessment of himself and his goals.
CAREER PLANNING
The student will raise his reading level and comprehension.
The student learns of culture and language with a brief survey of the development and evolution of language. Emphasis is put on the right to think as evidenced in Inherit the Wind.
COMMUNICATIONS
READING IMPROVEMENT

UNIT II

"Where Did I Come From?"

Social Science — Fall, 1969-70
Marilyn Monger, Team Chairman

Objectives

The student should be able to:

1. Define the terms culture and social value and explain the relationship between the two.
2. Write a working definition of the term Man.
3. Define and give one example of cultural evolution.
4. List ten ways man differs from other animals, five physical and five cultural.
5. Explain how culture enabled man to control his environment.
6. Explain how and why man is dominant in the animal kingdom.
7. List and briefly explain the three stages of pre-literate man.
8. Explain the difference between a culture and a civilization from the viewpoint of Social Science.
9. List and give examples of the three stages of the development of civilized man, according to Worcester and Boyd.
10. Define the term Race.
11. List and give three real characteristics of the three major racial divisions.
12. Define, explain the purpose, and list five examples of social institutions.
13. Explain and give three advantages and three disadvantages of Ethnocentrism.

14. Explain the term Cultural Relativism and give three of its advantages and three disadvantages.

15. Explain his own concept of progress.

16. Explain what and how the anthropologist and archeologist can tell us about early man.

Content

I. Discussion of terms
   A. Man
   B. Culture
   C. Social Value
   D. Evolution
   E. Anthropology

II. Relationship of terms to one another

III. Pre-historic Man

IV. "Civilized" Man

V. Race
   A. Meaning
   B. Characteristics
   C. Myths

VI. Social institutions
   A. Structure
   B. Function

VII. Ethnocentrism and Cultural Relativism

Evaluation

According to test grades and student evaluations, Unit II appeared to be very successful. Most students expressed interest in the theories discussed concerning the origins of man and civilization. They responded well to the research problem in anthropology and class discussions were lively. The Life series filmstrip on pre-historic man was also well received.

After Christmas we talked at length about how culture directs and controls behavior and about ethnocentrism and cultural relativism. The student evaluations all indicated that this particular unit was

most popular and beneficial to them in promoting understanding and tolerance of other ideas and beliefs.

Career Learning Fall, 1969-70
Don Hankins

Overview

Vocational interest and study habits were the major areas of concentration during this unit. The Kuder DD Interest Profile was interpreted to determine general areas of interest. These interest areas were related to early aspiration to determine to what extent the student had remained consistant in his vocational goals. In our discussion we attempted to make an objective analysis of vocational maturity level. Resource information was provided so that individual vocational research could be done without the active participation of the counselor. Further development of study habits and study time allocation was also considered during this unit.

General Objectives

1. To assist the student in developing realistic vocational goals.

2. To provide information which would assist the student in distinguishing between real interest and fantasy interest.

3. To provide the student with guide-lines for evaluating his probability of success in a particular interest area.

4. To provide the student with vocational resource information which would enable him to do research.

5. To further develop study habits and techniques.

Content Activity

1. All classes visited the TCJC Opportunity Room and were given instruction on the use of its resources.

2. Students assisted in the interpretation of individual Kuder Interest Profiles. Each student listed his vocational interests in decending order and researched these areas using periodicals as primary sources.

3. Students related present vocational interests, as indicated by the Kuder Interest Profile, to early vocational aspira-

tions and discussed reasons for change in aspiration.

4. The filmstrip "Jobs For The 70's" was shown and discussed in relation to future opportunities which might fulfill individual student needs.

5. Occupational and industrial classifications were provided to assist the student in classifying his vocational interest.

6. The Dictionary of Occupational Titles and its functions were explained and exercises were assigned to stimulate the use of the dictionary.

7. The film "Study Habits" was shown, discussed and related to individual needs.

Evaluation

This unit stimulated the desire for deeper involvement in vocational research and planning. Students seemed to become more aware of the need for realistic vocational choice. Many students became more conscious of the importance of accurate assessment of their capabilities in making a career choice. I feel that most of my students have begun to perceive the magnitude of future vocational opportunities available to them.

Recommendations

1. Much more audio-visual material should be used.

2. More effort must be made to make development of study habits more interesting and stimulating.

3. Better techniques need to be developed to determine vocational maturity.

Natural Science
Durwood Foote

Fall, 1969-70

Major Topics

1. Evolution - two weeks
2. Genetics - three weeks

General Objectives

One purpose of this unit is to present the student with various theories concerning the "origin of man." From this it is hoped that the student will be able to compare the strengths and weaknesses of the theories, consequently, solidifying his personal beliefs. A secondary objective might be to enable the student to distinguish between fact and theory, scientific and non-scientific thought. A third objective is to familiarize the student with some of the inherited traits of man and with how these and other traits are transmitted from generation to generation.

Behavioral Objectives

Upon completion of this unit, the student should be able to:

1. Define various terms, concerning each of the major topics of study within the unit.
2. Identify various people studied during the unit, by summarizing their accomplishments, theories, postulates or other information.
3. List the major geologic eras and give two identifying characteristics of each.
4. List five evidences of evolution.
5. Write the postulates of evolution as presented by Darwin and Lamarch.
6. Using Mendel's Principles of Inheritance, predict the possible offsprings resulting from a cross between monohybrid parents, also dihybrid parents.
7. List various genetic traits in man, including both desirable and undesirable traits.

8. Summarize the importance (from a genetic standpoint) of blood group in blood transfusions and also in mother-fetus relationships.

Content

1. Text - The Science of Health, by Guild, Fuiz and Bojar

2. Hand-outs:
   a. Monarch Review Notes in Biology, by Louis Levine (anti-evolution)
   b. World Book Encyclopedia, "Evolution". World Book Incorporated. (pro-evolution)
   c. Common inheritable traits in man (list)

3. Filmstrips:
   a. Evolution Series (McGraw-Hill):
      Theories Past and Present
      Biogenesis vs. Abiogenesis
      Geologic Time
      Supporting Evidence

4. Films (16 mm):
   a. "A World Is Born" (Disney)
   b. "Prehistoric Times - World Before Man" (TCJC)
   c. "Darwin and the Theory of Natural Selection" (TCJC)
   d. "The Thread of Life" (Bell Telephone)
   e. "From Generation to Generation"
   f. "Inheritance in Man" (TCJC)
   g. "Laws of Heredity" (TCJC)
   h. "Gene Action" (TCJC)

5. Video-Tapes:
   a. "From Amphibians to Reptiles"
   b. "The Birth of Life"

6. Field Trip: Inner Space Cave

7. Laboratory equipment and supplies

Evaluation

1. Written examinations:
   a. Daily assignments
   b. Unit tests

2. Oral responses and conduct in class.

3. Laboratory proficiency and conduct.

This was in fact, the third time for me to teach this unit and oddly enough, one of my original problems is still with me, that being a lack of time to cover the unit well. It seems that regardless of how I alter the contents of the unit, there still exists a time shortage. The first time that I taught the unit, it included the topics of evolution, genetics and reproduction. The second time, I eliminated the topic of reproduction, which should have allowed me ample time for evolution and genetics, however, it did not go as planned. During the second attempt, I spent more time studying evolution, than I had allotted, consequently I had to "short change" genetics. The third attempt ran short of time simply because I spent more than the allotted time studying Unit I ("Who Am I?").

I have finally come to realize that one reason for this "loss of time" is the fact that in order to follow student interests I deviated from my established goals. Now, certainly this is not bad, however, it is a mistake for me to attempt to pursue student interests and, within the same time allotment, present the planned lessons. In other words, my previous unit plans have not made allowances for student interest deviations, consequently, as the deviations occurred, the time schedule was shot. I found myself frantically making snap decisions concerning what material I could safely eliminate without jeopardizing the overall effectiveness of the unit. This is truly a problem in the teaching of science because the success of the presented information is largely determined by the learning of previous information. Therefore, it becomes a problem, particularly in a rushed situation, deciding which materials should be eliminated and which reinforced.

Even so, I feel that for the most part, my objectives for the unit were reached, still, it left much to be desired. It was at least successful, in that I became aware of a weakness in my teaching techniques. The fourth attempt at the unit, no doubt will be lacking in many respects, however, I will attempt to establish a more realistic time scheduling. In reality, I feel that the entire first semester could very easily be expanded to a full year course of study, therefore, it is difficult to condense the material so drastically. Try, we shall.

Communications Fall, 1969-70
Jack Rosenbalm

Specific Objectives

1. The student should be able to list several steps in the development of his language.

2. The student should be able to list several instances of the influence of his language on his history and his culture.

3. The student should be able to differentiate between matters of faith and matters of science and be able to discuss them outside an emotional context.

4. The student should be able to analyze the characters in the play Inherit the Wind and differentiate among them.

5. The student should be able to list the major parts of a drama and relate them to Inherit the Wind.

General Outline

I. Inherit the Wind
   A. The elements of the drama
      1. The exposition
      2. The conflict
      3. The resolution
   B. The theme of the drama
      1. Character
      2. Setting
      3. Plot
      4. Conflict

II. The development of the English Language
   A. The history of English
      1. Anglo-Saxon
      2. Middle English
      3. Modern English
   B. The influence of English on thought and culture

Evaluation

Most of Unit II was spent on the play Inherit the Wind and on the development of the English language. Although the topic for

Unit II is "Where Did I Come From", I spent most of the time allotted for the play discussing the elements of the drama and trying to develop some criteria for my students to use in evaluating the theme of drama. In studying the development of the English language, I emphasized the history of English and tried to show its role in helping to shape our thoughts and our culture.

The attached outline shows the way that I approached Inherit the Wind. I felt that if the students could grasp the basic structure of any drama, if they knew and were familiar with the exposition, the conflict, and the resolution, they would be able to read the play more effectively. After spending some time on structure, I introduced the students to the concept of theme, and I tried to help them develop criteria for judgment about such things as characterization, setting, plot, and conflict.

Perhaps the basic reason I chose to approach this particular play in the above outlined manner was that I wanted the students to be able to view or react to a "controversial" subject rationally, with a minimum of emotion. I also felt that they should try to view objectively the positions of Drummond, Brady, Rachel, and Cates. Too often, I think, all of us have a propensity to judge who is correct and to refuse to consider any other point of view. In Inherit the Wind, it would be easy to typify Brady as an old fool. Yet, even in the play Brady has some admirable characteristics: He is a man of compassion, and he is capable of loving and of being loved. I think I wanted my students to know that to be wrong is not to be a fool.

I have some criticism of the play itself. I think that it is uneven. Ostensibly "freedom of speech" is the topic of Inherit the Wind, but the idea of evolution dominates the play to such an extent that real and viable issues are submerged. For example, Cates must have a substantial internal conflict, and we never really experience its full impact. The same can be said of Rachel's conflict. The presentation of Brady is also uneven. He is far finer a man than the play allows. If the protagonist of Inherit the Wind is Drummond, Brady is not a worthy antagonist. Such an imbalance makes for poor drama.

One other thing, we probably spent too much time presenting Inherit the Wind. My students were thoroughly sick of it by the time all of us had finished with it.

I thought that our study of the development of the English language went very well. Student interest and response was the best I encountered. Some of my students even did independent research on the subject -- a remarkable occurance. Although many students

got their chronology mixed-up, all of them seemed to grasp the idea of the heritage of the language and its importance in helping to shape our present values and culture. This topic could easily be expanded, and there are numerous, easy articles touching on all aspects of the development of the language which I think the students would read and enjoy.

In terms of the specific objectives listed on the other sheet, I think that my students performed adequately, and some did quite well. However, I must admit that when I asked them to compare and contrast character or conflict, their answers were not particularly deep or mature, but most could make an attempt...which is progress.

Before I close I have some general observations about the program. First, I do not think that the students have enough work assigned to them. Second, I think that the atmosphere that we have managed to create is not conducive to a good learning situation. And third, I think we place too much value on their opinions.

It has generally been my experience that if an instructor requires his students to do more they will do more. I realize that to "overload" our type of student would probably lead to complete failure; however, my judgment is that we have a long way to go before we reach that point.

Undoubtedly a relaxed atmosphere is best for teaching; a chaotic, circus-like atmosphere, however, is just as destructive as the old formal, rigid atmosphere of a few years ago. I think all of us need to make it clear that we expect punctual and regular attendance, that we expect assignments to be done with care, that we expect assignments to be handed in on time, and that we demand respect for ourselves and the class as a whole. In effect, we have to assure them that learning is a two-way process, that we can teach only when they are willing to cooperate. I have been teaching college now for six years, and for the first time I am faced with severe and often persistent discipline problems. It is possible to be firm and at the same time to be helpful and concerned about each student's individual problems.

As important as self-concept is to our students, they cannot afford for us to pander to their unsupported and often biased opinions. If they are to discover themselves, they must first discover what they want of themselves, what kind of human being that they want to be. It is our job to help them find supportable criteria through which they can order their lives and make rationale judgments. If we do any less, we are failures.

If my statements sound overly critical, let me assure you that they are not meant to be. In the final analysis, I am confident that TCJC has the basis for an excellent program. These criticisms of mine will be used, I hope, for helping to improve what I consider a fine idea.

Humanities Fall, 1969-70
Ron Stocker

Objectives

1. To have the student understand the evolution of our current day beliefs and values, thus, giving the student a greater understanding of the world he lives in.

2. Have the student understand the Bible as a literary source, its development, and the effect it has played on Western civilization.

3. Have the student understand that the Bible, like other ideas does not develop out of a vacuum. To illustrate this, we examine other creation stories, those that were developed prior, contemporary, and after the Bible.

4. Have the student understand the development of the Western civilization and its religious concepts by examination of materials as the Akkadian myths, Mycenaean myths, and other Semitic myths.

5. Have the student understand the development of the Greek religion and adaptation to the Roman pagan religion.

6. Have the students understand that the mixing on the one hand of the Monolithic religion of the Jews and on the other hand the pagan concepts of the Romans culminating into the Christian religion.

7. Have the student understand the Norse or Viking religion, its needs, its environment, and how these things produce a religion that fits the societal needs.

Evaluation

In Unit II, "Where Did I Come From?", we examine the beginnings and the evolution of our current day beliefs and values, thus, giving the student a greater understanding of the world he lives in. We first turn our attention to the examination of the Bible. We examine it as a literary source, its development, and the effect it has played on Western civilization. After examining the Bible, which is something very close to the students, we explain that the Bible, like other ideas does not develop out of a vacuum. To illustrate this, we examine other creation stories, those that were developed

prior, contemporary, and after the Bible. In this way, we can understand the development of Western civilization and its religious concept. For the prior works, I discuss the Akkadian myths, Mycenaean myths, and other Semitic myths. Then we discuss the development of the Greek religion and adaptation to the Roman pagan religion. At this point, we examine the mixing on the one hand of the Monolethic religion of the Jews and on the other hand the pagan concepts of the Romans culminating into the Christian religion. The student finds that the Christians adopted and adapted many of the characteristics of both of these religions. Finally, and possibly most exciting the student turns his attention to the Norse or Viking religion. Here, we examine a people, its needs, its environment, and how these things produce a religion that fits the societal needs.

In regard to evaluating this unit, I feel I can honestly state that it has been one of the more exciting and interesting studies for the student. In testing, although I felt that students were given the hardest exam that I had given them, the results were gratifying. I even found my students buying and borrowing books so that they would have a better understanding of myths. As important as having the students enjoy the unit, I feel the students have a better perception of the development and evolution of their religion and those of other people.

Vertical Team Two

"Where Did I Come From?"

Communications
Mary Lyons, Team Chairman

Fall, 1969-70

Objectives

After reading the play Inherit the Wind, the student will be able to:

1. Defend his viewpoint about evolution in a three paragraph theme using the four point criteria. The theme will be at least three pages in length and will use as support an outside source, the guest panel on evolution which occurred before Christmas, or the characterization of one of the principals in the play whose views agree with that of the student.

2. Make a grade of 70 or better on an objective test of Inherit the Wind.

Content

Because this team's Communications course engaged in the experimental unit on Consumer Communications (evaluated with Unit I), the unit for "Where Did I Come From?" was limited to the study of the play Inherit the Wind, the dramatic representation of the famous Scopes trial in 1925. Students read the play before the discussions began.

The analytical discussions of the play centered around the implications of the play. It makes a universal statement which will make the play live. Students learned to judge literature by this standard. The style of the writing was carefully studied also. Characterization was strongly emphasized. The implications of the speeches of the actors led the students to an understanding of symbolic and universal truths in the play. The test called upon them to recall and relate these ideas.

The large group presentation for the unit was most interesting and well-recieved. Mr. Hughen of the History Department acted the prayer meeting scene for the classes, appearing as the Reverend Jeremiah Brown. Following this, a group of students presented the courtroom scene in Readers Theatre style. This presentation was

student directed and presented entirely without the aid of the instructor. Extra credit was awarded each student who participated, in the form of an extra "A" grade to be averaged with their major grades for the unit.

Evaluation

Much of the material used in Communications changes from time to time as we seek to keep the course current and relevant. But Inherit the Wind is so topical and universal in its theme that it has become a stable part of our content. The statement it makes on the right to access to knowledge and of the errors in holding to a sharply limited viewpoint make this play a most valuable tool for the course. The students like it and can read it, yet it is by no means an elementary offering. Having the student presentation rather than the film this year proved satisfactory. The themes were good, and test grades were excellent. A success.

Natural Science Fall, 1969-70
Von Dunn

Specific Objectives

1. After being exposed to the two main theories of evolution (Darwin's and Lamarck's), the student will be able to write the postulates and conclusions for each.
2. Given the following words: evolution, biogenesis, mutation, abiogenesis, the student will define each.
3. After discussion and study, the student will list five out of eight evidences for evolution.
4. Using the handout on special creation, the student will look up answers to specific questions.
5. After being exposed to opposite evolution theories, the student will express his reasons for his beliefs.
6. Given a list of genetic terms, the student will match each term to its definition.
7. Given several problems involving inheritance, the student will solve each according to specific instructions.

Evaluation

This was a five week unit stressing evolution and heredity. Hand-outs, question sheets, lab manual, text, films, filmstrips, field trips, and a panel were methods used in presenting this unit.

During the first three weeks, the theories of evolution and the Biblical account of creation were presented. Evolution is not only involved with life, but also non-life such as the origin of our universe. In order to give the students some possible theories on the origin of the universe two films were shown. They were "A World is Born" and "Universe."

Since their textbook did not contain chapters on evolution, hand-outs were passed out on evolution and special creation. These hand-outs were the main basis for fundamental information concerning both topics. Several films on evolution were shown which included "Dr. Leakey and Dawn of Man","Darwin and the Theory of Natural Selection", and "Natural Selection". The Basic Studies Division

has a set of six filmstrips on evolution but only two were shown. They were: "Evolution: Theories Past and Present" and "Evolution: Biogenesis vs. Abiogenesis".

Probably the two biggest events of these three weeks were the trip to Inner Space Caverns and the panel on evolution and special creation. Buses were chartered for an entire day to go to the caverns near Georgetown. To conclude the evolution unit, a panel discussion was held which included an evolutionist, two theistic evolutionists (minister and biologist), and a creationist. A test was given for evaluation.

The last two weeks of the semester were devoted to heredity. Most of the time was used studying simple inheritance in man. Films "Inheritance in Man", "Thread of Life", and "Laws of Heredity" were shown. Using their lab manual, they learned about Punnet squares, probability, human characteristics, etc. A question sheet was passed out for the students to complete. A test was used to conclude the genetics unit.

These topics seem to be two that most students know little about. After three years of teaching evolution I still do not know how much good we do as a team. Since both evolution and creation cannot be proven, this seems to leave the students hanging for a solution. Of course being a teacher, I hate to see my students upset over it. I do feel that the trip to Inner Space Caverns was worthwhile and that the evolution panel was again exciting. I'll admit that this unit is hard to teach when one has definite beliefs to the contrary and is supposed to remain neutral. In university parallel, evolution is taught as a fact and the teachers have no problems since only one side is presented. However, I do not know any clear-cut answers for this and assume that I will continue teaching it in about the same manner.

Genetics seems to always be fascinating to the students. Basically I have taught it the same way each time and it seems to be successful. I just hope they found out where they came from.

Social Science Fall, 1969-70
Dennis Hilton

Objectives

At the conclusion of this unit, you will be able to complete the following test questions:

1. Explain the concept of "race" from a biological and cultural viewpoint.

2. Explain the concept of "man" from a biological and cultural viewpoint.

3. Discuss the importance of agriculture in the development of civilizations.

4. Discuss the rise of civilization in Asia and the inacessibility of this stage in early African cultures south of the Sahara.

5. Identify and discuss the factors limiting our knowledge of ancient African people and culture.

6. Define or identify the terms pertaining to the disciplines -- anthropology and archaeology of Africa.

Content

1. Readings prepared and used included the following:
   a. "First Light" Dawn of African History Roland Oliver, editor
   b. "The People of Africa" Africa: Past and Present Arthur W. Cook
   c. "The People of Africa" Africa and Africans Paul Bohannan

2. Films: "How the Archaeologist Works"

3. Video Tape: "Introduction to Anthropology" Dr. Platt

Evaluation

The students responded favorably to this unit on African culture. Small group discussions were used as an alternative to

discussions led by the instructor. Hand-out material was used as a basis for the discussion groups. In addition, outside research was encouraged as the students prepared topics in small groups. Overall the students were more interested in this topic and approach than previous units covered.

I recommend six to eight weeks for this Unit instead of two.

Career Planning
Abe Washington

Fall, 1969-70

Rationale

The purpose of the second unit is twofold. First, it was in Unit I that one's self-concept plays a major role in one's behavior whether that action is doing well on a test, studying for an exam, or succeeding in life generally. Therefore, one of the first points to follow the unit of self-concept is the matter of studying, taking exams and doing research in the LRC.

The aim of this unit corresponds to two broad objectives set out in the beginning. The first is, "To orient the student concerning effective study methods, usable in all classes and beneficial in any occupational activity later in life." The second is, "To aid the student in developing a realistic awareness of his interests, aptitudes, and personality traits, as well as to aid him in discovery and development of his value system."

Behavioral Objectives

By writing and/or speaking the student should be able to:

1. Study Habits:
    a. State the SQ4R method of study.
    b. Identify his own method of study.
    c. Explain in his/her own words what the "ideal" method is based on in his/her own opinion.
    d. List at least five things one can do to prepare for examinations, based on class lectures and discussions and textbook readings.
    e. List six sources in the LRC which one may consult in doing reseach.

2. Psychological Test Interpretation:
    a. List own traits as defined by the test battery.
    b. Examine his/her self-concept and traits to determine if they are compatible.
    c. Compare and contrast his/her various psychological test results.
    d. Make a list of at least five vocations which he/she could qualify for based on test results.
    e. State how his/her personality traits as depicted by the test are compatible or incompatible with the career chosen from the list of five vocations

mentioned above.

Content

1. Materials:
   a. Hand-out material: "How to Study", "How to Listen", "How to Take Notes", "How to Take Exams."
   b. Movie film: "How to Read a Book," "How to Read a Newspaper", "Study Habits."

2. Lecture Topics:
   a. How to study, the SQ4R method
   b. How to listen
   c. How to prepare for exams
   d. Taking exams
   e. How to out guess the prof
   f. Defining objectives

3. Individual Counseling

Evaluation

Evaluation of the unit will be based on an objective examination. In addition, the instructor will make a subjective judgment about each student especially on the matter of selection of the occupations.

1. Purpose of the Unit:
   The purpose of the second unit was twofold. First, it was "to orient the student concerning effective study methods usable in all classes and beneficial in any occupational activity later in life." The second, "To aid the student in developing a realistic awareness of his interest, aptitudes and personality traits, as well as aid him in discovery and development of his value system."

2. Behavioral Objectives:
   It is difficult to estimate the effectiveness of the content in reaching the objectives of the unit since having only information about effective study methods is not enough to insure academic success. Effective study methods must be developed and made a part of the individual in the form of habit. Overall, the effort to assist students in a realistic awareness of their aptitudes, interests met with some degree of success although some students seem not to

be affected by the results of the test interpretations.

3. Methods and Procedures:
Lectures by the instructor and group discussions were utilized effectively in covering the content of the unit. The student's assessment of his existing study habits also proved fruitful.

4. Materials:
Hand-out material, "How to Study", "How to Take Exams", and the movie, "Study Habits" were used with satisfactory results.

Humanities
Sue Scott

Fall, 1969-70

General Objectives

1. To acquaint the student with the major religions of the world.

2. To assist him in placing his religious beliefs in the proper world context.

3. To reveal the vital role of religious belief in man's quest for a better life.

4. To demonstrate the remarkable similarity of religious need and expression the world over.

5. To acquaint the students with creation myths from different lands.

6. To show the relationship between myth and life.

Specific Objectives

At the end of this unit the student will be able to:

1. Demonstrate orally or in writing his knowledge of the world's major religions.

2. Identify his own religious beliefs as a part of the Judaic-Christian religions.

3. Distinguish the major differences between Eastern and Western religious thought and practices.

4. Demonstrate his knowledge of creation myths outside the Judaic-Christian tradition.

5. Analyze myths as symbols of the human condition and man's basic human needs.

6. Identify the major Greek and Roman deities.

Content

There was no textbook so readings were prepared which included:

1. Quotations from:
   - Ikhnaton's Hymn to the Sun
   - Hebrew Psalms
   - The Bhagavad-Cita
   - Buddha
   - The Analects of Confucius
   - Lao-tze
   - The New Testament

2. Creation myths of:
   - the Hebrews
   - the Greeks
   - Assyro-Babylonian literature: Gilgamesh Epic
   - the Winnebago Indians of Wisconsin
   - The Hymn of Creation from the Rg Veda
   - The Blackfoot Genesis
   - the Ngombe of Africa

3. Myths of the Norse and Greek gods

Evaluation

Unit II, on the whole, was a much more successful unit than the first. The nature of the course, as I explained in the evaluation of Unit I, lends itself to the question "Where Did I Come From?" The students seemed genuinely interested in religions seemingly so different from their own, which, on closer examination, contain elements common to all men and all religions. And myths, creation or otherwise, are always well received. Hopefully the students learned to draw certain conclusions concerning the unchanging nature of the human condition, from ancient times to the present. The brevity of the unit foreshortened the myth section, which I intend to compensate for next semester by shortening the "Who Am I?" unit.

Because an evaluation is not complete without a complaint, I must add that the reference material, films, and records for world religions and myths are woefully inadequate. My special project for the Spring Semester will be to compile a bibliography, including films and records, for a Humanities course. With a little good fortune and a lot of money, we could develop adequate references and media for this discipline. There is a need, it seems to me, to make Humanities into a more solid academic course, and remove the stigma of its being nothing more than an "appreciation" course.

Vertical Team Three

"Where Did I Come From?"

Natural Science — Fall, 1969-70
Allen Triplett, Team Chairman

Content

1. The female reproductive system:
   a. Anatomy
   b. Physiology

2. Common abnormalities of the female reproductive system:
   a. Abnormalities of the vagina
   b. Abnormalities of the uterine cervix
   c. Abnormalities of the uterine body
   d. Abnormalities of the ovary

3. The menstrual cycle:
   a. The proliferative phase
   b. The ovulatory phase
   c. The secretory phase
   d. The menstruation phase

4. Abnormalities of menstruation

5. Menopause

6. The breast:
   a. Structure of the breast
   b. Diseases of the breast

7. The male reproductive system:
   a. Anatomy
   b. Physiology

8. Abnormalities of the male reproductive system:
   a. Crytorchid testis
   b. Mumps infection of the testes
   c. Tumors of the testes
   d. Diseases of the prostate gland

Evaluation

1. Student achievement on unit test:

mode	64
median	58
range	88-4

I gave a test on the female reproductive system on Friday, 19 December. Because of the timing of this test I gave the test again in conjunction with a test on the male reproductive system on 16 January. At least 75% of the test were direct identical questions that the students had had on the previous test. The students had their old test returned to them for study purposes. Few students achieved a higher grade on the second test than the first test.

2. Other comments:

Time did not allow for the study of human inheritance (heredity) this semester. This was certainly a short coming of the unit as it was taught this semester.

Social Science
Jackson Eng

Fall, 1969-70

General Objectives

1. The student should be able to better understand present-day society in terms of his cultural heritage.

2. The student should become more accepting or tolerant of ideas and systems other than his own by recognizing the universality of these.

3. The student should become more aware of the cultural and social processes that involve and influence a person.

Specific Objectives

At the end of the Unit the student will be able, or is expected, to:

1. Identify the length of time (approx.) that man has been on earth.

2. Identify at least two uniquely human abilities that make man superior to other animals.

3. Identify the locations where remains of prehistoric man have been found.

4. List several ways by which prehistoric man got his food.

5. Identify the first three materials used by man in making tools.

6. Identify three conditions that influenced man to form groups.

7. Identify the three earliest forms of writing.

8 Identify the four geographical sites where the earliest civilizations emerged.

9. Identify sites of early civilizations in the Western Hemisphere.

10. List some inventions and discoveries of the earliest civilizations.

11. Differentiate among the three Stone Ages.

12. Identify the three Ages of Metals.

13. Identify the four steps or stages in the development of civilization.

14. Differentiate between society and culture.

15. Identify the first social group formed by man.

16. Identify cultural contributions of other countries.

17. Identify the three major "races" generally recognized.

18. List three groups of people that are often considered exceptions to the general racial typing.

19. Identify the people believed to be the first settlers in the New World.

20. Discuss the possible routes of entry to these settlers in the New World.

21. Identify the five basic social institutions or systems found in any society.

22. Identify four types of cultural norms.

23. Identify the three cultural processes.

24. Identify the four traditional social processes.

Content Outline

I. Introduction
   A. Disciplines concerned with study of the past
   B. Age of earth vs. appearance of Man — Hand-out
   C. Creation vs. evolution

II. Coming of Man
   A. Pre-man and early man — Filmstrips
   B. Fossil Evidence
   C. Migration routes

III. Man's Needs

B. Weather and geography

IV. Growth of Society
A. Man as a social being
B. Man forms groups
C. Society and culture

V. Development of Civilization
A. Pre-conditions (4)
B. Early civilizations around the world
C. Cultural contributions
D. Cultural and social processes

VI. Race and Ethnicity
A. Concept of race
B. Ethnicity - nationality

Evaluation

I ran into the same problem with this unit this Fall as I did last year. There was material I had to omit due to time. I had already omitted some material that I had used last year. I tried to be more selective in my use of the filmstrips. Although students enjoy watching them they are prone not to take any notes as directed. One big problem here has to do with the lighting in the classroom. My plan to use the paperback Invitation to Anthropology by Douglas Oliver did not materialize as I did not finish reading the entire book in time and have Sandra do a reading level evaluation for me. However, a field trip to the Museum of Science and History was scheduled and apparently enjoyed by the majority of students who did the assignment. A trip to Glen Rose to view the dinosaur tracks was considered but never planned or scheduled.

I am wondering if we should include some material on immigration and maybe geneology to help make the unit more meaningful to the students. This could be the point to work in something on Black history.

Unit II is the unit I am most dissatisfied with. On the one hand it can be viewed as one complete semester of Social Science for those who leave the program or who drop the course and take something similar in parallel. On the other hand some material can be introduced to set the stage for the second semester. I know it is hard to get away from. Perhaps a solution is available from the preparations of packages.

Communications
Bill Knox

Fall, 1969-70

General Objectives

1. To help the student discover the relationship between language and culture.

2. To help the student become more aware of the impact and influence of culture on communication failure and breakdown.

3. To help the student become acquainted with the play Inherit the Wind and some of its implications for our present day society.

4. To help the student write a more expanded theme using the four-point criteria.

5. To introduce the student to some basic concepts of the novel, short story, and play as meaningful works of art.

Specific Behavioral Objectives

At the completion of the unit, the student should be able:

1. To give in oral or written form at least one example each of how language is a function of:
   a. time
   b. place
   c. age
   d. sex
   e. circumstance

2. To define connotation

3. To define denotation

4. To explain briefly how language can help to shape one's thoughts

5. Given a situation concerning communication failure and breakdown, to explain in oral or written form why this failure may have taken place and some possible factors involved

6. To be able to relate the plot of the play Inherit the Wind in oral or written form

7. Using Inherit the Wind as a resource, to define
   a. individuality
   b. conformity
   c. dogmatism
   d. eclecticism

8. To make a passing mark (65%) on an objective test on the play Inherit the Wind

9. To give written evidence using the four-point criteria which supports the evolutionary theory of creation and evidence which supports the divine theory of creation

10. To identify in oral or written form some attitudes of people today which are similar and some attitudes which are different to attitudes expressed by characters in Inherit the Wind

11. To give in oral or written form a character sketch or analysis of all or any of the following characters in Inherit the Wind:
    a. Rachel Brown
    b. Bertram Cates
    c. Rev. Jeremiah Brown
    d. D. K. Hornbeck
    e. Matthew Brady
    f. Mrs. Brady
    g. Henry Drummond

12. To write more expanded themes using the four-point criteria which expresses a more concrete viewpoint based on knowledge gained from other Basic Studies courses

13. To support the viewpoint in a theme with evidence gained from research as well as personal experience

14. Apply the basic criteria for judging the literary merit of a novel, play, or short story:
    a. saturation
    b. intellectual power
    c. universality
    d. setting
    e. plot
    f. point of view

g. symbol
h. focal character

Content

1. Assignments:
   a. Participation in group discussion on: language and culture, Inherit the Wind, communication failure and breakdown, and expansion of the four-point criteria.
   b. Approximately five out of class essays using the four-point criteria.

2. Evaluative Instruments:
   a. Various papers
   b. Unit quiz (post test)
   c. Objective test on Inherit the Wind
   d. Final theme on Inherit the Wind
   e. Final test of your essay questions which utilize the tools stated in general objective three
   f. Notebook containing much of the semester's written work

Evaluation

1. Objectives:
   Unit II was again a real aid to the student in discovering his need to improve his language. The unit forces the student to realize the fact that language is directly related to his cultural background. The students were made aware that one needs different levels of language as one realizes that his needs learned in the past will not always be of universal value in the future.

   Group discussion (7 to 9 in the group) aided the student in seeing that communication breakdown is to be expected when individuals communicate. Perhaps the most obvious breakdown was between the races. The students quickly realized that their "normal" language would not always be functionally clear. Group discussion without intervention from the instructor forces the student often to use greater detail, explain his statement in some depth, realize that many of his basic concepts are not shared by all. It is also valuable in bringing the gross error problem out in the open.

2. Content:
Inherit the Wind was again an excellent tool for combining the students' various skills. The students were able to apply such concepts as focal character, plot, theme, setting, point of view, universality, intellectual power, etc., with some skill. The students learned the terms through the lecture method and related the terms to the play in small group discussion. I was particularly impressed with their handling of focal character and theme. It is rather difficult for a student to discover on his own that the play has no focal character and is, rather, concerned with theme. The students took the information gained in small group discussion and applied it to both small and large essays, using the four-point criteria outlined in the discussion.

I again used all of the writing techniques at my disposal: traditional marking and evaluation, switch grading, opaque projections ofassignments, good and bad examples, short and long assignments, "dry runs" necessitating the use of the four-point criteria, self evaluation, self evaluation followed by switch evaluation, no evaluation, etc.

The writing assignments included a theme on evolution, one on the present war, and a five question essay test with one option as a final test. I required the students to hand in a notebook containing all of their themes with corrections and an analysis of major errors in the front of the folder.

3. Evaluation and changes:
I need to use more media in the first semester. Perhaps a learning activities package with opitional activities using various media is the answer. I do not forsee any sweeping changes in the unit. Perhaps a total integration would be interesting for the students, but I do not care for a panel of preachers mouthing cliches about evolution. The writing assignments continued to be well integrated with the other members of the team. My course (rather personal) evaluations were entirely too good; I feel that a more negative oriented device is a much better idea. The team is functioning quite smoothly, as usual. Attendance and failing students are still problems, but both problems are under study.

Humanities
Jean Crow

Fall, 1969-70

Objectives

Upon completion of this unit the student should be able to:

1. Classify creation literature: Christian or non-Christian
2. Know the two accounts of creation in the book of "Genesis"
3. Evaluate similarities and differences found in the various creation stories -- particularly those found in Inherit the Wind
4. Trace the major movements in the evolution of ideas from classic through contemporary times.

Content

1. Resources:
   a. Holy Bible "Genesis" (Chapters 1-11)
   b. Inherit the Wind (enacted by the students)
   c. Adam and Eve (a reader's theatre production by Mark Twain)
   d. "The Creation" James Weldon Johnson
   e. "Gilgamesh Epic"
   f. "Hymn of Creation" (from Rg Veda)
   g. "The Blackfoot Genesis" George Bird Brinnell
   h. "Tales Told in Togoland" A. W. Cardinall
   i. "The Greek Gods"
   j. "Phaedrus Myth" Plato
   k. "The Allegory of the Cave" Plato
   l. "Aristotle's Concept of Happiness" (film)
   m. "How a Man of That Age Might Describe His View of the World"
   n. "Ideas of the Great Philosophers" Mabel and William Sahakian
2. Lecture and discussion from classical through contemporary philosophy. Various poems and quotes were used to exemplify the idea. Included were:
   a. Poems from Kahlil Gibran
   b. "The Mountain Woman"
   c. "The Rubaiyat"
   d. Scripture on Love from I Corinthians, Chapter 13

3. Special Assignment:
   a. A short research project on one philosopher

Evaluation

I approached the unit, "Where Did I Come From?" from two different directions: The creation of man both religious and non-religious and the evolution of man's ideas.

The students were surprised and somewhat confused to find two accounts of creation in "Genesis". They were fascinated by some of man's naive and imaginary attempts to explain, "Where Did I Come From?". Some were appalled by Darwin's theory of evolution. However, I felt many of them formed some satisfactory personal synthesis between religious and non-religious accounts of creation. Others rejected one or the other.

Due to the lack of a text, I presented the foundation for the philosophical evolution of ideas through lecture and question and answer method with the aid of hand-out sheets. Although some students were disinterested, many seemed impressed with the fact that they were being exposed to a new field of knowledge. Some could relate ideas of the past with those of the present. Many students seemed interested in doing the short research study. However, I was disappointed to find that most had copied their material directly from the sources they read. I plan to supervise a longer research project in the spring using a simplified form.

Attendance and dropouts were our biggest problems. More effective use of media, more exciting trips, greater cohesion in the classroom, and individual research and greater student participation are my suggestions for the spring.

Career Planning
Triesha Light

Fall, 1969-70

Objectives

By writing and/or speaking the student was:

1. To study the method outlines in Study Skills Bulletin #4 for planning study activity.

2. To be familiar with conditions for study -- environmental and physiological.

3. To be aware of the importance of psychological pre-requisites to study skills:
    a. attention
    b. motivation

4. To be familiar with study habits in preparing assignments:
    a. reading
    b. outlining and note-taking
    c. remembering
    d. problem-solving
    e. reviewing
    f. references
    g. written reports

5. To be able to identify study habits for classroom activities:
    a. recitation
    b. note-taking in class
    c. lectures

6. To be able to identify the different methods for studying for essay examinations and objective examinations which was outlined in the hand-out "Tips for Studying for Examinations".

7. To be able to state the SQ4R method of study.

8. To be able to set up a Time Table for studying as presented in the film "Study Hints".

9. To be familiar with the four obstacles to effective listening as presented in the movie "Effective Listening".

10. To be able to identify his own method of study.

Content Outline

1. Materials:
    a. Hand-out material:
        "How to Study"
        "How to Listen"
        "How to Take Notes"
        "SQ4R Method of Study"
        "How to Take Exams"
    b. Movie Film:
        "Study Hints"
        "How to Concentrate"
        "Effective Listening"

2. Lecture Topics:
    a. How to study, the SQ4R Method
    b. The importance of concentration and listening in study skills
    c. Discussion and worksheet on film "Study Hints"
    d. How to prepare for exams
    e. Taking exams
    f. How to out guess the prof
    g. The importance of good study skills in overall success in school
    h. Scheduling classes for the Spring Semester 1970

3. Counseling Sessions:
    a. Counseling was done for each student in order to set up schedules for the Spring Semester. All in all the scheduling came off real well.

Evaluation

1. The hand-outs and lectures for study habits:
The hand-outs were effective for the study and were read by most of the students. I did feel that I did not spend enough time on discussions on this topic. One drawback was the time element. Two weeks before the holidays and two weeks after does not allow for a smooth flow or continuity. Another factor was the scheduling and arranging of classes for the Spring Semester. I found the last two weeks before finals that I was spending more time on this and not as much as I wanted on the study skills discussions. The small group discussions on psychological pre-requisites for study and concentration were the best. Each student wrote a short paper on his weak study skills. This aided

me in localizing each student's problem with study. I was able to get to some student's problems with studying and others I was not because of the time factor.

2. Films on studying:
The films were very successful in this unit of study. The films shown were "Study Hints", "Effective Listening", and "How to Concentrate". The obstacles to effective listening presented in the film were very well received. As one of my students said, "When you see the obstacles in a film, you become more aware of these obstacles in yourself. When you are aware of a problem, you can start solving it."

3. Counseling Sessions:
Each student's schedule was arranged in accordance with the student's needs and progress in Basic Studies so far. From the individual counseling sessions done before the holidays, I knew pretty well each student's desires for a schedule. For example: Early schedule because of a job, wanting out of Basic Studies, wanting to take a course outside the program, etc.

The scheduling came off successfully except for five or so students who for various reasons could not be contacted.

REPORT ON TEAM THREE FOR SEMESTER, FALL, 1969

Category	Blocks					
	13	14	16	17	18	Total
Assigned to New Block for Spring Semester	9	12	16	17	13	67
Quitting School at end of Fall Semester 1969	1	2	1	1	1	6
University Parallel	1	2	0	1	0	4
Withdrawals	2	1	2	1	3	9
Delinquents *	3	1	2	0	2	8
Transferring	1	0	0	1	0	2
Total	17	18	21	21	19	96
Changing Teams	1	0	1	0	0	2
Taking course outside of Basic Studies	2	2	2	9	5	19

* Students who for various reasons could not be reached.

Recommendations

1. Study Skills should be taught at the first of the semester and not at the end.

2. Some type of workbook should be available for the students to use as a guide. Structuring a course with hand-outs and films is adequate if the student is mature to realize the value of it. One problem I had was that the students kept losing the hand-outs and therefore communication was cut down. It is a good thing I had several copies of each hand-out.

3. I feel more time should be devoted to this unit of study.

4. Greater coordination on this unit of study with others on the team. Greater reinforcement this way.

Reading Lab
Sandra Ross and Aubrey Jones

Fall, 1969-70

Objectives

At the end of Unit II, students should be able to:

1. Demonstrate proficiency at their own level in critical thinking and critical reading by having completed at least twelve lessons in Reading For Understanding. Each lesson must be done in ten minutes or less with a score of eighty or above.

2. Complete the worksheet for the Listen and Read tape, "The Play's the Thing" with excerpts from Visit to a Small Planet.

   The worksheet calls for visualization of setting and characters, memory of the sequence of events, inferences drawn from dialogue for character analysis, and statement of theme.

   These skills should be exercised in Communications classes with the reading of Inherit the Wind.

3. Read and take a test more efficiently by having learned specialized test vocabulary such as "what do you infer..." "do a critical analysis...", "it always follows that..." and by completing actual practice of test samples, working under various conditions of time, special answer sheets, essay and objective tests.

Content (Six Weeks, twelve class hours)

1. Reading for Understanding (cards from SRA)
2. Listen and Read tape "The Play's the Thing"
3. Test samples from the reading lab files
4. Vocabulary extracted from the test samples

Evaluation

Students responded very favorably to the RFU cards. They seemed to enjoy the fact that the work was completed quickly and progress could be made in a short time with minimum effort. Many

would jump to the difficult levels of #70 to #100 just to see if they could figure out the exercises.

This set of materials is valuable in that it gives the student a feeling of accomplishment and success. We should do more of this type of work in the reading lab.

The excerpts from Visit to a Small Planet on the tape "The Play's the Thing" are of questionable value. Most of the exercise is worthwhile, but the students have difficulty visualizing anything different from the movie setting with Jerry Lewis as the star.

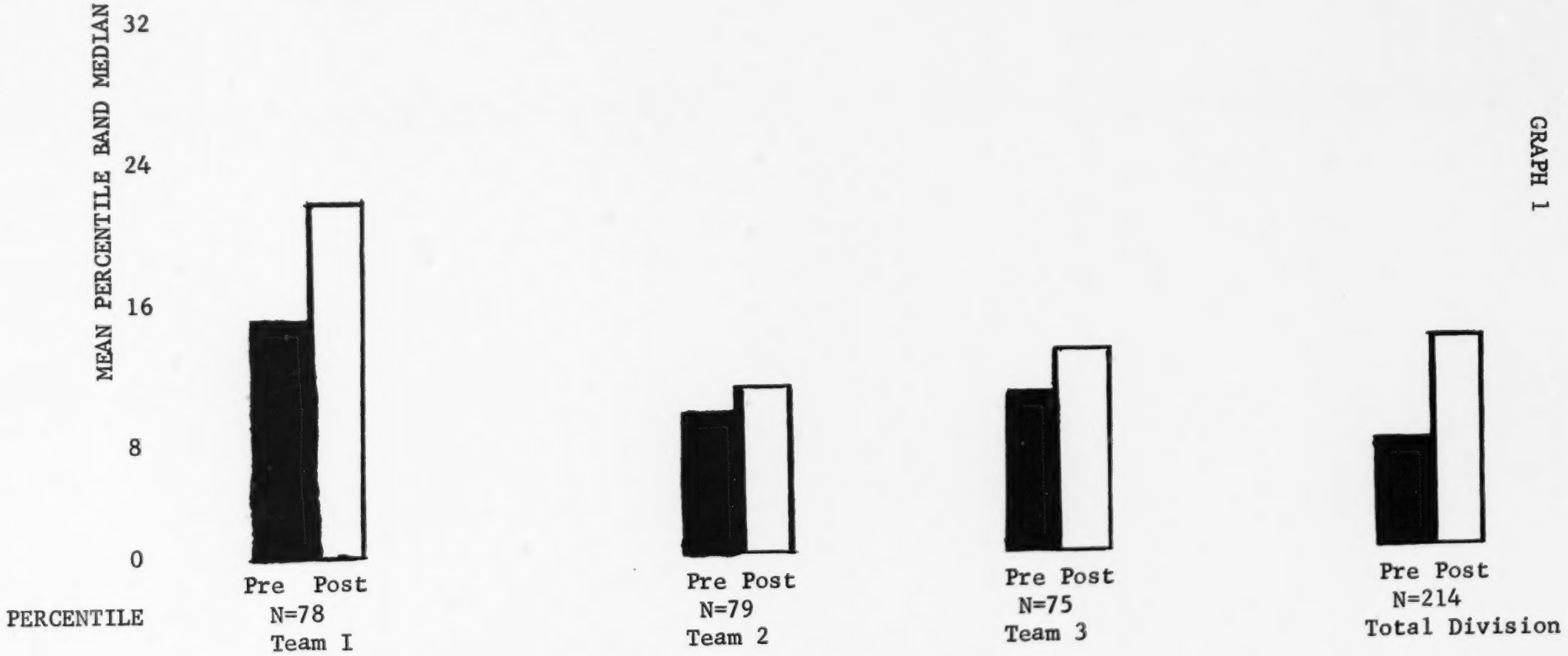
When time allows, the reading department should make a similar tape using a play of quality that has not been made into a movie.

Stating the theme of the play was difficult for the students. The Communications teachers could not agree on a definition for theme, and admitted that it is a difficult concept for them to teach, also. Perhaps there should be a joint effort to write a lesson on this subject. It would be especially valuable for the reading lab to have a lesson on the difference in theme and main idea.

The extraction of vocabulary from the STEP tests and the lessons and discussions that followed in class may or may not have helped the students. Because of the small gains made from pre to post test, it is difficult to determine whether vocabulary was a factor. These lessons were probably presented too quickly and too near the test time to have expected the students to learn the new vocabulary well enough to put it to work in a timed-test situation.

SEQUENTIAL TEST OF EDUCATIONAL
DEVELOPMENT - READING IA AND IB
FALL, 1969, SEPTEMBER - FEBRUARY
DIVISION OF BASIC STUDIES
PRE AND POST TEST MEAN SCORES

GRAPH 1



CHAPTER TEN

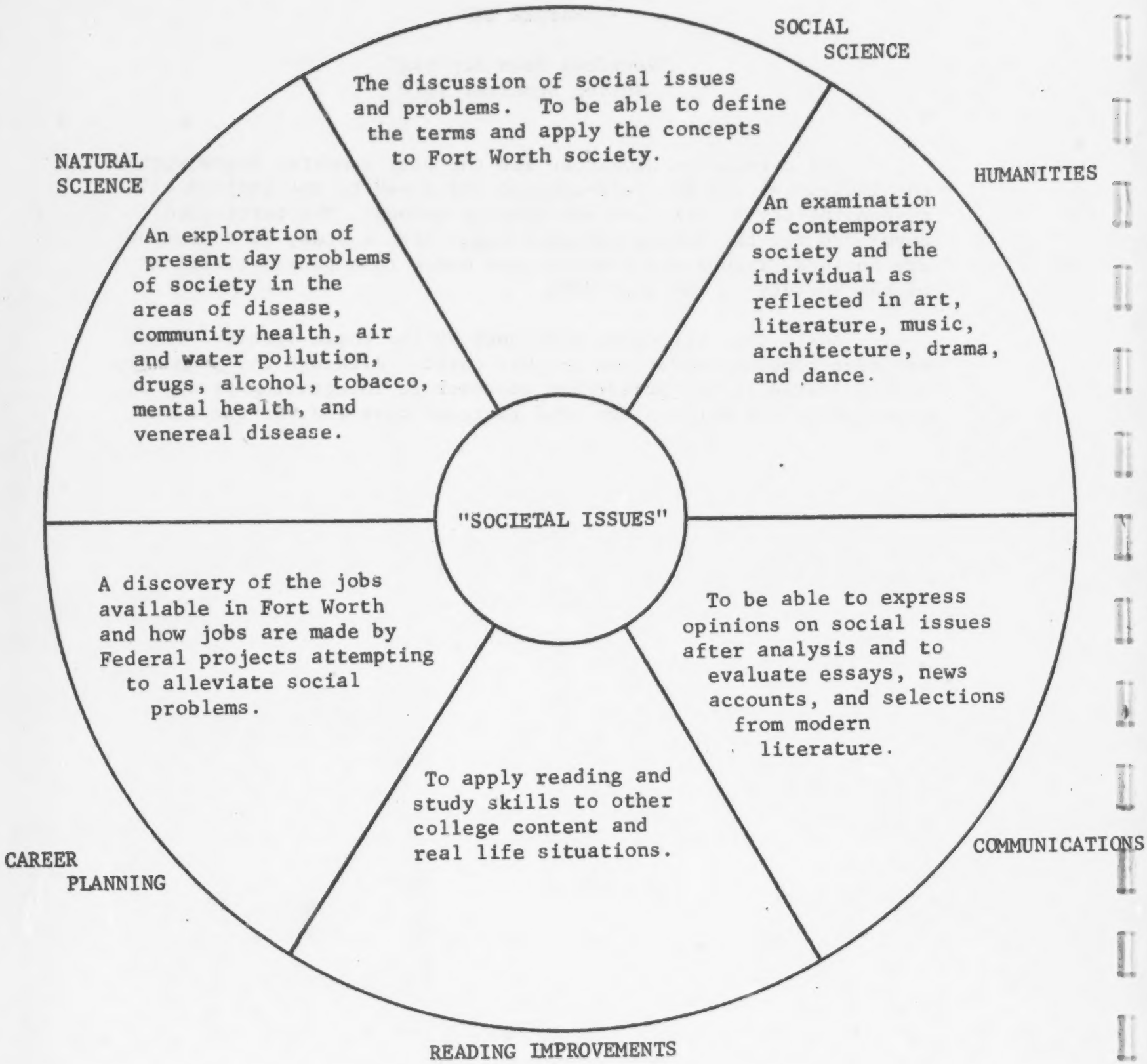
"Vertical Team Reports"
Spring Semester 1970

The curriculum developed for the Fall semester began with the individual and his self-concept and moved to the individual's responsibility to his peer and primary groups. The curriculum developed for the Spring semester began with a study of contemporary societal issues and problems and moved to a prognostication of the society in the year 2000.

Again the curriculum developed by the three vertical teams has been combined under one graphic chart. Although the teams may have differed in the particular approach to integration around a core topic, the methodology used to reach that end was the same.

FIGURE 6

UNIT III: "SOCIETAL ISSUES"


SOCIAL SCIENCE
The discussion of social issues and problems. To be able to define the terms and apply the concepts to Fort Worth society.
NATURAL SCIENCE
An exploration of present day problems of society in the areas of disease, community health, air and water pollution, drugs, alcohol, tobacco, mental health, and venereal disease.
HUMANITIES
An examination of contemporary society and the individual as reflected in art, literature, music, architecture, drama, and dance.
"SOCIETAL ISSUES"
A discovery of the jobs available in Fort Worth and how jobs are made by Federal projects attempting to alleviate social problems.
To be able to express opinions on social issues after analysis and to evaluate essays, news accounts, and selections from modern literature.
To apply reading and study skills to other college content and real life situations.
CAREER PLANNING
COMMUNICATIONS
READING IMPROVEMENTS

Vertical Team One

"Societal Issues and Problems"

Social Science
Marilyn Monger, Team Chairman

Spring, 1970

Objectives

1. Define "social problem".
2. Explain and apply the theory of social disorganization.
3. Discuss and explain the philosophical basis for value conflict as a result of social change.
4. Identify current social problems describing characteristics and possible causes.
5. Evaluate various programs and methods of intervention used to solve these problems.
6. Discuss reasons for society's inability to solve these problems.
7. Write a paper on one of the following subjects:
   a. a position paper on a current social problem based upon authoritative research.
   b. a critical review of a book on a current social problem.
8. Acquire a better understanding of his community by:
   a. attending a city council meeting.
   b. attending a meeting of Commissioners Court.
   c. touring the city jail.
   d. attending a presentation by a social worker in the community.
9. Develop an understanding of general economic conditions by:
   a. making a list of items in home not available to parents at students age -- also one for grandparents.
   b. make inventory of home equipment. Valued at one-half market price and compare with per capita income of selected developing countries.
   c. discussing and writing about how economic growth helps solve social problems and creates others.

d. explaining terms:
GNP
Economic growth
Standard of living
Capital
Investment
e. constructing a monthly budget for a family of four earning $600,000 per month.
f. finding out and reporting to the class what kind of return could be expected from investment in U.S. bonds, savings and loan deposits, bank savings accounts, corporation bonds, etc.

Content

I. Is Fort Worth a good place to live?

II. Theory of Social Problems
A. Definition
B. Identification
C. Causes
D. Solutions

III. Social Disorganization

IV. Social Processes

V. Particular Problems
A. Crime and deviant behavior
B. Urban problems
C. Consumer economics
D. Poverty
E. Education
F. Population explosion
G. Political dissent
H. Racial and ethnic groups

Evaluation

Unit I of second semester seemed to be more successful than in the past. I think one reason was that the instructors did more team teaching instead of just team planning. Another consideration might be more student involvement, activity, group discussion, and less reading and writing.

In Social Science, I spent time evaluating Fort Worth as a good

place to live. Each block set up criteria for an ideal community and then compared Fort Worth to this. The next five weeks we discussed at length a reflection of philosophy based on a society's concept of reality at a given time, social change, technological change, cultural lag, and value conflicts. From these discussions, we identified certain general problems and their possible causes and solutions. I believe this gave a solid foundation to the closer examination of selected issues which followed.

The two weeks spent on economics proved to be most valuable. Mr. Foote had completed a short math unit which helped prepare the students, and they exhibited a great deal of unexpected interest in the ideas presented. Mr. Stocker and I worked together presenting material on the 20's and the 30's using filmstrips, records, and the movie, The Grapes of Wrath as background for a theoretical study of present economic problems. Student response was very positive. A young man from Bach and Company explained the stock market one afternoon, and his talk stirred some interest. The written assignments were completed by nearly all of the students. I think this was due to the relevant and practical nature of the entire unit.

As usual, time began to run out. A hurried and rather unstructured unit on the racial issue seemed to flop at the time. No one wanted to discuss it. But later I felt reactions periodically as a result of ideas and questions brought up in class.

It is difficult to evaluate at this point, as the most effective instrument was the last unit on Utopia. My objectives were aimed towards developing attitudes rather than any particular skills or behavior changes and I feel the group Utopias were the culmination of the semester's work.

Career Planning
Don Hankins

Spring, 1970

Overview

The major objective for this unit was to determine a definite vocational goal for each student which would satisfy his interest, personality, aptitude and financial need. To facilitate this objective it was necessary to provide a working proficiency in the use of vocational resource material. Exercises were employed to develop adequate skills in job interview techniques, job application and resume writing.

General Objectives

1. To provide a general understanding of the world of work.

2. To assist the student in determining his individual potential with respect to interest, aptitude, personality and need.

3. To develop a working understanding of major occupational classifications and groupings.

4. To develop skill in the use of vocational resources such as the Dictionary of Occupational Titles, Occupational Outlook Handbook and Careers Encyclopedia and all media available in the LRC.

5. To become familiar with community services as well as community vocational needs.

6. To become aware of duties performed in major occupational groups and to experience, to the limits of this course, the actual functions of particular occupations through audio-visual media, field trips and guest speakers.

7. To develop an awareness of the ever changing vocational picture and determine what implications these changes may have upon our vocational choice and upon our future in general.

8. To continue the awareness of our ability to shape ourselves and our future by controlling our thoughts and habits.

Content Activities

1. Guest speakers from vocational-technical programs throughout the Tarrant County Junior College system were invited to present their respective programs.

2. Each student was required to write a comprehensive resume for job application.

3. Lecture time was used to explain the use of the Dictionary of Occupational Titles and other resource materials.

4. Role playing was used to demonstrate proper techniques in job interviews.

5. Each student was required to do a comprehensive research project on his particular vocational interest.

6. Interpersonal group activity was available to almost all students. Group activity was designed primarily to assist the student in developing a positive, realistic self-image.

7. A field trip to General Dynamics provided a first hand experience with the world of work.

8. Films such as "Jobs for the 70's" and "Occupational Outlook" provided information about future trends in labor.

9. Small group class time during the last month of school was devoted to informal discussion about criteria for individual vocational choice.

Evaluation

I felt that the major objective of this unit was satisfied in that approximately 80% of the students made a vocational choice which appeared to be consistent with their interest and ability. I do not feel that an adequate job was done in the area of basic occupational research skills.

I considered the guest speakers quite successful in explaining their programs, but I should have started bringing them in earlier in the semester which would have allowed the students more time in decision making.

More field trip time should have been used. The students

indicated that they would have enjoyed more first hand experiences. They suggested the possibility of on-job experience in their particular interest area.

More time and effort should go into making the course more stimulating and interesting.

Natural Science
Durwood Foote

Spring, 1970

Introduction

This unit has several sub-units and covers a period of sixteen weeks. Each sub-unit deals with one or more problems which our society is faced with today. The sub-units are as follows:

1. Human reproduction and population control (three weeks)
2. Basic math and consumer economics (three weeks)
3. Venereal and other communicable diseases (three weeks)
4. The "use and abuse" of drugs (three weeks)
5. Environmental health (two weeks)

General Objectives

1. It is hoped that the student will be better equipped to make national decisions regarding the various problems that he, as a member of the society, will be called upon to consider.
2. The student, having been informed, should be better prepared to protect himself and his family from various diseases and undesirable health factors.
3. The student should be better prepared to construct a personal budget and to exhibit scrutiny in his financial matters.
4. The student will be adequately informed as to how he can determine the size of his family.

Specific Objectives

At the completion of this unit the student should be able to:

1. Given an unmarked illustration, label the parts of the male and female reproductive systems.
2. Write a brief summary of each method of contraception

considered in class, being sure to include why they are or are not considered effective.

3. Given a partially completed table of diseases, their symptoms, the method of transfer, the disease causing organism, etc., write in the missing information.

4. Write the definition for terms associated with each of the sub-units.

5. Given a list of drugs, identify them as to their effect upon the body (both desirable and undesirable effects).

6. Name the major types of "pollution" present in our world today.

7. List the sources of pollution and their pollutant products and how they effect our environment.

8. Incorporate various ideas and information which we have studied, into their final project, that being to construct a written "utopia".

Materials

1. Text - The Science of Health

2. Visual Aids
   a. films
   b. filmstrips
   c. videotapes
   d. hand-out materials

3. Laboratory equipment

4. Guest speakers
   a. Dr. Bill Foster (drug abuse)
   b. Mr. Robert Wilkins (air pollution)

Evaluation

1. Written exams

2. Laboratory proficiency and conduct

This unit, for the most part, could be considered a success.

At least, I was satisfied with the content material that was covered, however, I would have liked to have included more, had time permitted. I do not mean a more detailed study of the existing sub-units, but rather including a few more sub-units, possibly a short unit on mental health and retardation or even an introduction to first aid. I feel that the students were interested in the particular sub-units I chose to study, though some were more so than others. Of the sub-units studied, they were less interested in the math unit.

I am sure that some misconceptions on the part of the students, pertaining to drugs, reproduction, pollution and so on, were corrected by our study. I am constantly amazed just how little the student actually knows about certain topics, especially topics in which he feels best informed. Much of his information is either erroneous or lacking completeness. I consider the unit an even greater success, when these misconceptions are corrected.

For once, I did not feel that I was rushed for time. The sub-units fit well within the allotted time schedule (a time problem might arise, if more sub-units were included). The major problem was in the fact that my film schedule got "fouled up". I think the fault was mine and I know how to avoid a recurrence of the situation in the future.

Again, I was quite pleased with the unit.

Humanities
Ron Stocker

Spring, 1970

Objectives

1. To expose the students to the various art forms. We examined paintings, literature, and films from various societies in different periods of time.

2. To discuss art forms in relation to the societies that produced them. This was done with the idea that society is mirrored in its art creations. Thus, the student realized that silent movies can tell a great deal about this country in the 1920's. The result being that they realized that they can examine their own society by examining the styles of art in the society.

3. The third and last objective is for the preparation in developing their own Utopia. Works such as The Stranger by Camus illustrate the problems of man confronting nature and himself. The students examined this author's views of what is wrong with the world and then they decided how they would correct this. The result was their developing their own Utopia.

Content Activities

The students examined these areas:

1. Paintings of modern and older periods:
   a. Filmstrips, slides of paintings, and art museums
   b. Research paper on one of their favorite painters
   c. Guernica and its relationship to the events of the Spanish Civil War
   d. The need of paintings by its style to express the society it comes from
   e. Various technical aspects of paintings:
      depth
      color
      style
      lines

2. Literature:
   a. The Stranger Camus
   b. No Exit Sarte
   c. Letters from the Earth Mark Twain

d. Utopia Thomas More
e. Republic Plato
f. Communist Manifesto Marx

3. Movies:
   a. Various short silent movies from the 1920's
   b. Various long movies from the 1930's
   c. Slides of those years

Evaluation

The results of the above objectives were good. Evaluation can be seen in the development of their Utopia's at the end of the unit. Many of the students could perceive the problems of society and then offer their solution because of our above approach to this unit.

Vertical Team Two

"Societal Issues and Problems"

Communications
Mary Lyons, Team Chairman

Spring, 1970

Overview

There will be two major units of study in the second semester courses. The first, "Societal Issues" takes the student out of himself and into the real world where he lives. In Communications we will examine the issues of our own city and our campus as they relate to wider issues of our nation and the world. We will do this by analyzing the writings in local newspapers, broadcasts of local television stations, and movies that appear in our theatres. The emphasis will be on analysis.

The Communications course will then move from analysis of mass media to the creative experience. We will examine and learn methods of literary analysis, using poems, contemporary songs, short stories, and two fine novels. Through analysis of literature, students will find the larger experience of society as it is pictured and mirrored by great writers of the twentieth century.

The second major unit, "Society of the Future," will in the Communications course mesh back into the first unit, because it will deal with a unit of poetry by black writers of Africa and Americans and will then analyze the futuristic novel Brave New World.

The final section of the unit is entitled "Business Communications". It will prepare students for their future in the real world of business, work, vocation, and career. It is a practical unit designed to teach skills needed by every applicant who enters the world of work.

Objectives

At the conclusion of the unit the student will be able to:

1. Discriminate between news reports, features, and editorials in mass media.

2. Use an analytical method of writing.

3. Write an analysis of an editorial in a local newspaper

without expressing his own viewpoint.

4. Distinguish between fact and opinion in the writings analyzed.

5. Judge articles and programs in the mass media as they concern societal issues which you are considering in your other courses.

6. Apply the principles of analysis learned in journalistic analysis to skills of analyzing literature and paintings.

7. Present in an oral presentation and in an analytical theme, an analysis of a poem and a painting of your own selection.

8. Apply the principles involved in levels of reading (surface, symbolic and universal) to the analysis of the short stories and novels presented.

Content

1. Texts:
   a. Newspapers as assigned
   b. Catcher in the Rye J. D. Salinger
   c. Brave New World Aldous Huxley

2. Materials:
   a. Dictionary (from first semester)
   b. Here and Now (from first semester)

Unit Description

The first task of the semester was to introduce students to analytical thinking and writing as an outgrowth of their use of the four-point criteria from the first semester. The first part of the unit dealt with journalistic and mass media analysis. Students wrote analyses of newspaper editorials, magazine articles, and films. Class discussions also included methods of judging other elements of mass communication, such as radio and television news reports and commentary, and advertising. Students learned a vocabulary of terms used in journalism and were tested over these terms. Codes of ethics employed by newspapers and the motion picture industry were presented and discussed, especially with stress on student percep-

tion of the use of the motion picture code by recent films.

At this point in the semester, the Ethnic Seminar began on campus which was a series of six lectures by prominent educators and experts who spoke on problems of minority groups in America. To parallel and complement this experience, students in Communications studied the poetry of important Black American writers. This mini-unit evolved from the first unit, using techniques peculiar to the analysis of poetry. At the conclusion of the unit, students analyzed a poem and wrote one of their own as well.

From poetic analysis and understanding of its symbol and compression, students next moved to similar techniques in analyzing a symbolistic short story. Following this experience, for which some audio tapes were used, the major work of the unit, the novel Catcher in the Rye occupied the final four weeks of the unit. The more complex skills of interpreting a longer work were covered. Students used an outline of directions as they read the novel, and all three tests over the work were open book, designed not to test memory but to elicit critical analysis and below the surface interpretation of the novel. A creative artistic project or a poem or written sketch of some kind completed the unit.

Evaluation

1. Evaluative Instruments:
   a. A three-paragraph analysis of an editorial.
   b. A summary of a current film and an analysis of the film as you think it does or does not adhere to the Motion Picture Code.
   c. An objective test on newspaper terms.
   d. An analysis of a poem and a painting.
   e. An essay test on Catcher in the Rye.
   f. A test on levels of reading.
   g. Oral participation in class discussions

Students became very interested in the poetry unit as it was presented. They discovered that poetry was an art form to be enjoyed rather than an exercise to be scanned and rhymned, as had probably been their previous experience with poetry study. The use of poetry of Black writers seemed more appealing to non-Black students than to Blacks, however, who seemed a bit defensive about it. However, all students were reluctant to leave the poetry unit. They seemed much less interested during the journalistic analysis. I feel that the important skill for Communications is the skill of analyzing, so next year I plan to limit the introductory portion on

mass media to editorials and to lengthen the time spent on poetry. I also plan to include more short stories than time allowed this year.

The strongest success of Unit I was the study of Catcher in the Rye. Students find the novel easy to read and not too long. With it they can find success in interpreting symbolic levels of reading and in discovering identity and universal truth in the book. They also learn that they can relate these skills to other art forms. The creative project allows them to depict the symbols of the book in another form.

Throughout the unit, the interpretive skills, value judging, and analytical techniques learned in Communications class were reinforced by the use of similar techniques in Humanities class, with which the unit has been frequently integrated.

I feel that this unit has made the student much more aware of value as well as more confident of their ability to judge.

Natural Science
Von Dunn

Spring, 1970

General Objectives

1. To see the importance of community health.
2. To see in a general way the role that a variety of diseases play in our communities and our own lives.
3. To realize the new aspects of environmental pollution on our society.
4. To recognize the dangers of cancer.
5. To understand the significance that drugs have on the individual in his society.
6. To understand the effects of alcohol on the body and how it relates to accidents, crime, etc., in our society.
7. To grasp the significance that smoking plays in harming our bodies.
8. To understand the seriousness of venereal diseases.
9. To know what psychosomatic illness is and what can be done to overcome the illness.

Specific Objectives and Evaluation

Community Health (diseases, pollution, cancer):

1. The student will be able to list five characteristics of a quack.
2. After hearing reports on different health agencies the student will be able to list five ailments.
3. The student will be able to list five of the seven danger signals of cancer.
4. The student will be able to define cancer, list the two kinds, and give the two most important steps in controlling cancer.
5. After receiving the necessary information, the student will

describe the cause, how spread, site of infection, treatment, and immunity of five diseases studied.

6. The student will be able to list the three kinds of bacteria according to shape.

7. Given a list of famous scientists the student will match the contribution to the specific person.

8. The student will be able to define passive immunity, pathogenic, parasite, and saprophite.

9. The student will be able to list the two methods by which one can get active immunity.

10. The student will be able to describe the main pollutants of air and water and control measures available to employ.

This unit covered a five week period and was divided into four areas. All ten objectives were completed by the students. For the week on community health, chapter 25 from their text, The Science of Health, was assigned. Volunteers accepted reports on local health agencies that were presented to the class along with brochures from each agency. Films "Community Health and You" and "Community Health in Action" were shown. For evaluation the students wrote a one page summary about community health.

Two weeks were devoted to diseases. Chapter 24 was assigned from the text. Again, short reports were assigned on various diseases and reported on in class. Students filled in an outline as each was presented. Films that were shown were: "Germ Theory of Disease," "Bacteria - Friend or Foe," "Microorganisms that Cause Disease," "Immunization," "Unconditional Surrender," and "Anatomy of a Disease." A test over the material was administered.

One week was set aside for environmental pollution. Chapter 27 was assigned from their text. "Crisis on the Kanawha" and "Deep Deadly Breath" were shown. A video tape on pollution of the Dallas-Fort Worth area was also presented. The students attended a field trip to the water filtering plant to see the processes taken in order to have safe drinking water. Evaluation consisted of class participation.

During the last week of this particular section of the unit, the disease cancer was emphasized. A hand-out on cancer was the main source of information. "Living Insurance," "Journey into Darkness," "From One Cell," and "Man Alive" were all excellent films concerned with cancer. A test was presented over the material.

These five weeks seemed to prove much more beneficial and interesting than the previous public health units. There seemed to be enough variety to hold the attention of each student.

Drugs and Narcotics:

1. The student will be able to list the four groups of drugs as stated in the text.

2. The student will be able to list the plants from which heroin and marijuana are derived.

3. The student will be able to list the two cities which have federal narcotic hospitals.

4. The student will be able to write a description of an injection kit used by a heroin addict.

5. The student will be able to outline the history, effects, hazard, reasons for using the drugs, users, source, and laws for LSD, heroin, marijuana, amphetamines and barbiturates.

This unit was completed in three weeks. All five objectives were accomplished. The reference material was from chapter 18 in the text. Detailed reports on marijuana, LSD, heroin, amphetamines, and barbiturates were assigned, researched, and reported on. Bill Hardin, from the Fort Worth Police Department provided an enlightening hour showing and discussing narcotics. Worthwhile films were "Hooked," "Drugs and the Nervous System" "Drug Addiction," "Monkey on the Back," "Narcotics: Why Not", "Marijuana," "LSD: Insight or Insanity," "FDA Special Report: Drug Abuse - Bennies and Goofballs," and "Narcotics: Pit of Dispair." Evaluation was from general discussion and a final written exam. This seems to be one of the student's favorite topics and it is probably because it is so relevant to them. Since the unit has proven to be fruitful each year, no change is anticipated.

Alcohol:

1. The student will be able to discuss in writing the effect alcohol has on the central nervous system.

2. The student will be able to answer in writing why excessive drinking is dangerous to nutrition.

3. The student will be able to write how long it takes one

and one-fourth quarts of beer to be removed from the blood stream.

4. The student will be able to define alcoholism.

5. The student will be able to list three characteristics for each of the three stages of alcoholism.

6. The student will be able to list four human organs and one disease for each organ that alcohol affects.

7. The student will be able to describe how Alcoholics Anonymous works.

8. The student will be able to list two measures that could be employed to combat drinking.

9. The student will be able to list the chemical name for alcohol.

The unit lasted for two weeks and all nine objectives were fulfilled by the students. Chapter 17 from the text was the resource material. "Alcoholism," "Problem Drinkers," "None for the Road," and "Should You Drink?" were films about alcoholism that were shown. A filmstrip entitled "A New Look at the Old Sauce" was also used. Pro and con statements were used to develop classroom discussion. Evaluation was obtained from discussion and testing. This is also a good topic for class participation and I believe one that should be presented each year.

Tobacco:

1. The student will be able to write about anything specific in cigarette smoke that may cause lung cancer.

2. The student will be able to write what effect menthol has on cigarette smoke.

3. The student will be able to discuss in writing the connection between smoking and heart disease and smoking and stomach ulcers.

4. The student will be able to answer yes or no if smoking cigars or pipes have the same effect as smoking cigarettes.

5. The student will be able to describe how the lungs rid themselves of tar particles and if not, why.

6. The student will be able to describe the connection between smoking habits of parents and children.

7. The student will be able to list four reasons why people smoke.

8. The student will be able to list four ailments that can occur from smoking.

This unit lasted for two weeks and all eight objectives were successfully met. Reading material from chapter 16 in their text was assigned to the students. Films shown were "Time Pulls the Trigger," "Smoking and You," "Smoke, Anyone?" "Too Tough to Care," and "Tobacco and the Human Body." One period was devoted to reading and discussing a hand-out entitled Cigarette Smoking and Lung Cancer. The means for evaluating was discussion and testing. This topic should be stressed beginning in grade school, but I believe it is still important to remind college students of the effects from smoking.

Venereal Disease:

1. After an adequate amount of preparation, the student will be able to make the correct choice on multiple choice questions relating to venereal diseases.

2. The student will be able to describe the differences between syphilis and gonorrhea.

One week was required on this subject. Both objectives were completed. Reading material was from pages 431-437 in the text and a hand-out on venereal diseases. Three films were seen which included "Innocent Party," "Quarter Million Teenagers," and "Dance Little Children." Evaluation was by testing. This was the first attempt in offering a unit on venereal diseases. I am convinced that it is beneficial, so therefore I plan to continue it.

Mental Health:

1. The student will be able to define psychosomatic illness, organic disease, psychosis, functional disease, and neurosis.

2. Given several psychosomatic disorders, the student will describe each as it pertains to the mind.

One week was used to cover mental health and both objectives were accomplished. Reading material was from a hand-out on psychosomatic illnesses. Films seen were "Man to Man," "Bitter Welcome"

and "Booked for Safekeeping". Evaluation was derived from discussion and testing. Since the students study mental health in other aspects, little time is spent on the topic. However, a study on psychosomatic illnesses integrates well with social science. I believe it is good for the students to know that the mind does affect the body under many circumstances.

Social Science Spring, 1970
Dennis Hilton

Objectives

At the conclusion of this unit, the student will be able to complete the following test questions or assignments:

1. Demonstrate the ability to do research and analyze major contemporary social problems by writing a research paper in one of the related fields.

2. Define a social problem as defined in Landis' Current Perspectives on Social Problems.

3. Distinguish between a just and unjust law as discussed by Dr. Martin Luther King in his letter to religious leaders entitled "The Negro is Your Brother."

4. Explain the political and sociological basis for American urban riots which occurred during the 1960's.

5. List and discuss five major changes which occurred within the framework of the American family during the last century.

6. Identify and discuss the conditions contributing to the high crime and delinquency rate in the United States.

7. Analyze the role of violence and potential violence in creating a climate for social change in democratic societies.

8. Lead class discussion in an area of specialized research.

Content

1. Text:
   a. Current Perspectives on Social Problems J. R. Landis, editor

2. Media:
   a. Video tape: C.B.S. presentation - "Drugs and Crime in Harlem"
   b. Films: "Detached American"
   "House of Americans"
   "Portrait of the Inner City"

c. Filmstrip: "Growing Up Black"
d. Lecture: Dr. Murray Banks

3. Formal presentations with the use of note outlines and transparencies included:
   a. research techniques
   b. world population
   c. social requisites and democracy
   d. the threat of violence and social change
   e. ecology and the "ecosystem"

Evaluation

The text book, Current Perspectives on Social Problems, was adequate and could be used again for the social problems course. However, this text does not include problems of environmental pollution. In my opinion, this omission is the main weakness. Perhaps additional material could be used to supplement this omission.

Not all students were successful in writing research papers. In my opinion, additional background is needed to prepare Basic Studies students for assignments of this nature. A team research effort could help prepare our students for future assignments (communications, humanities, social science).

For social problems, our media selection is very limited. In addition, not all of the available films were adequate for our use. Accordingly, I have ordered several films for preview and use next semester.

Overall, the majority of students were successful in meeting course requirements. However, they were more successful in meeting objectives two through seven. These objectives were emphasized in daily class work and were included on tests. Objectives one and eight were individual assignments for students to research outside of class. Our students have difficulty with assignments requiring work on their own.

Career Planning
Abe Washington

Spring, 1970

Purpose

The purpose of this unit was to assist the student in comparing his abilities, interest and other personality factors to the requirements of his occupational choice, and to relate these findings to formulating an educational plan that will ultimately lead him toward achieving it.

Behavioral Objectives

The students were directed into activity that was to develop within him a feeling of self-confidence, satisfy his curiosity about things he found to be of interest to him, expand his occupational horizons, develop a wholesome attitude toward all useful work, develop a positive approach to the process of occupational choice, and finally, make a realistic choice between specialized vocational programs and formulate an occupation objective. All of these objectives were met in various degrees by a substantial number of students.

Content

Students were acquainted with the various resources of occupational information, such as the S.R.A. Career File, The Dictionary of Occupational Titles, The Occupational Outlook Handbook and The Encyclopedia of Careers. They were required to do a research paper on the occupation of their choice. These activities were very effective in meeting the behavioral objectives, as revealed by some of the research papers that were turned in by the students.

Materials

Materials utilized included: U.S. Government documents, films and filmstrips, class discussions, lectures and field trips. These materials contributed satisfactorily toward the realization of the behavioral objectives.

Humanities
Sue Scott

Spring, 1970

Behavioral Objectives

1. The student will demonstrate orally and in written form, knowledge of the major periods of art, music, and drama.

2. He will show how the arts influence and are influenced by contemporary society.

3. Given certain artistic and historical criteria, the student will make value judgments on our contemporary cultural climate and artistic trends.

4. He will distinguish between "what he likes" and "what he knows to be good" in relation to unchanging values in his complex and changing society.

Content

1. Textbook: Art and Music in the Humanities

2. Readings included:
   a. Material on Elements and Organization of Art and Music from Mirror of Men's Minds Nancy Harting
   b. "How Do You Know It's Good" Myra Mannes
   c. Summaries of the major characteristics of Historical Art Period Styles Paula A. Drewek
   d. Summaries of musical periods from Men and Music In Western Culture Don C. Walter
   e. "Liberal Arts Breed Broader Intellects" Sidney Harris

3. Field Trips:
   a. Tour of the Fine Arts Building
   b. Museum of Art
   c. Museum of Western Art
   d. Attendance at dress rehearsal of the Community Theatre's presentation of Dark at the Top of the Stairs and Z
   e. Plays at TCJC: America, Hurrah, The Birthday Party and (required) Androcles and the Lion

4. Slides, filmstrips, and films included:

a. Art of Ancient Greece
b. The Art of Seeing
c. Oliver and Hardy
d. One of three Buster Keeton films
e. Life of Charles Russel (from the Museum of Western Art)
f. Parable of the Last Flower Thurber
g. Folk Songs of various periods of American History

Cultural Progress of Man: How art, music, and drama enrich our lives

I. Art reflects and shapes culture

A. Art through the ages
B. The great artists
C. Techniques and subjects of the artist
D. Secular vs. religious -- influence of society on art, sculpture, and architecture
E. Significance of art for modern man
1. Its origin in human need for order and beauty
2. Personal and social enrichment possible through appreciation of art

II. Universal language of music

A. Historical background -- its relative modernity and sophistication
B. Expression of music -- its forms and symbols from the lyre to the symphony orchestra
C. From tragedy to realism -- the terrors of tragi-comedy, the muddle of melodrama, the pitfalls of permissiveness
D. Drama as an art form -- stage play, musicals, opera, films
E. The role of drama in the affairs of modern man
1. As a mirror of man's magnificence and minuteness
2. As a molder of man's actions -- the gift to see ourselves as others see us

III. The good, the bad, the ugly

A. Criteria for the tasteful and the tasteless
B. "What I like" vs. "What I know to be good"
C. Definition of a cultured person -- responsibility of each of us to be culturally informed
D. Social problems reflected in art, music, and drama
E. Definition of "artist" -- his role in our society

F. Significance of unchanging values in a complex and changing society -- the continuing need for beauty and order

Evaluation

Unit III, "Where Am I Going?" was both successful and a dismal failure. The "bad news" of this unit concerns the lack of response to artistic and musical forms traditionally accepted as the criteria of the good and the beautiful. It is difficult if not impossible to teach basic cultural and historical values using only the Vanilla Fudge and the Moody Blues. Because of limited environments or acquired hostility used as a defense mechanism (or perhaps both), the students consciously resist exposure to and assimilation of anything resembling "culture". However, the "good news" of the unit was found, if nothing more, a lowering of the hostility level. Most of the students appreciated the need for, if not the love of, a free and informed artistic climate as a necessary part of a free and healthy society. And they do know the difference between their own opinions and artistic fact -- a step forward, in my judgment, from the students making value judgments based on nothing more solid than their own personal likes and dislikes.

Another step forward was my use of media -- not that I've learned anything mechanical -- but I have grasped something educational. Given enough time, both the students and I may prove capable of learning.

Vertical Team Three

"Societal Issues and Problems"

Natural Science
Allen Triplett, Team Chairman

Spring, 1970

Objectives

Contact Mr. Triplett for specific behavioral objectives

Content Outline

I. Public Health Programs (hand-out materials)

II. Nutrition (Chapter 15)

III. Tobacco (Chapter 16)

IV. Alcohol (Chapter 17)

V. Drugs (Chapter 18)

VI. Communicable Diseases (Chapter 24)

Evaluation

1. Test Results:

   a. Public Health Programs
      Range 76-37
      Mode 67
      Median 61

   b. Nutrition and Drugs
      Range 83-25
      Mode 63
      Median 68

   c. Tobacco and Alcohol
      Range 90-40
      Mode 76
      Median 68

2. Suggested Changes:

I made slides and tape recordings which deal with the sewage plant inleiu of a field trip. I do not think that the slides and tape recordings were an adequate substitute for a field trip. A movie was obtained from the state health department which I thought was an adequate substitute for the water plant field trip.

I also used an experiment with bacteria which I thought was quite satisfactory for the first time. Additional experiments need to be devised and attempted.

Social Science
Jackson Eng

Spring, 1970

General Objective

As a social being the student should have some knowledge of the development of the community in which he lives.

Specific Objectives

At the end of this unit the student should be able to:

1. Identify____characteristics of a rural community
2. Identify____characteristics of an urban community
3. Identify____characteristics of a suburban community
4. Describe the structure of a city according to three theories of urban growth (concentric, sector and multiple nuclei)
5. Discuss the urban design of Fort Worth in relation to the above theories
6. Identify four features -- two man-made and two naturally occurring -- that can, and often do, influence the internal growth and structure of a city
7. Name persons occupying various public offices on the local, state and national level
8. Identify a "strip city".

Evaluation

This was a short Unit introduced to help the student take a closer look at the community in which he lives today. In the beginning the approach was to look at the physical features or characteristics and then bring in the social implications. This was designed to serve as preparation for the next unit dealing with Social Problems.

I felt that the unit was successful as a whole. The weakest part was that dealing with the names of persons holding various public offices. Since this was a campaign year I felt the students should be familiar with the names of those running for election or

re-election. There was general apathy by the students. A field trip to City Council and Commissioners Court was made by two groups. It was planned to have both groups witness both meetings (governmental bodies) but this was not done due to other scheduled events and conflicts with those students taking courses outside of BAS. Last year I invited one of the Assistant City Managers to come and speak to the large group. This was not done this year. Perhaps it would have given the students a general orientation of city government and might have helped them to better understand what takes place during a meeting. I will do this next year and hope to get someone from the County also.

Communications Spring, 1970
Bill Knox

General Objectives

The student will:

1. learn functional writing and speaking for successful completion of assignments throughout the Basic Studies program.

2. learn to avoid various errors in writing and speaking through a study of sentence patterns, grammar and usage principles, and spelling exercises.

3. learn to speak and write on various levels of communication.

4. learn logical development of oral and written assignments through proper application of the four-point criteria.

5. learn the essential value of proper use of evidence, reasoning, the scientific method, and various propaganda techniques as they apply to mass media.

Specific Objectives

The student will:

1. be able to evaluate the various films seen in conjunction with humanities class.

2. be prepared to discuss various communication problems as evidenced in various media.

3. be able to discuss "Psychedelium Tremens" as communicating verse from any of the following positions:
   a. thesis
   b. author's point of view
   c. failure to communicate universally

4. be able to write three essay responses chosen from six topics given in social science class

5. be able to defend one of the following propositions:
   a. Should abortion be legalized?

b. Should pot be legalized?

6. be able to write an acceptable open topic essay assignment relating to a problem discussed in one of the Basic Studies classes.

7. be able to write a description of his personality imagining his meeting himself on the street.

8. be able to adequately respond to the following: Would their works cause you to feel that John Steinbeck or Woodie Guthrie were Communists?

Evaluation

1. From my point of view as a communications teacher, the various films viewed in conjunction with the humanities classes were quite successful. The subjects of the films were excellent sources for the integration of topics with both humanities and social science classes. I feel that the field trips to the movies and the films shown on campus are well worth the effort.

2. Communication problems evidence in various media were considered as they related to the subjects under discussion. Problems with these media were not taught per se.

3. The verse, "Psychedelium Tremens," offered an excellent topic for discussion and analysis since it is concerned with the changes of language as seen by the established middle-class.

4. I found that the students could rather easily use the four point criteria in writing shorter essay answers.

5. The discussions and essays resulting from integrated assignments in conjunction with social science classes were excellent learning exercises.

6. The open topic assignment was more successful than I expected. The students, as a whole, were prepared to choose a proper topic and responded well. I found that this assignment offered an excellent chance for some of the students to "blow off steam."

7. The assignment concerned with a self description was not

at all successful on the surface, but perhaps the students learned that they were not aware of their "public faces."

8. The students responded well to the Steinbeck assignment. But they were not as turned-on as I had wished with the depression ballads of Woodie Guthrie. The problem was not one of understanding since the students could really compare Guthrie's style with that of other contemporary ballad singers and could see the obvious problems presented both in the ballads and in the film, Grapes of Wrath. It would seem that contemporary issues are more successful by nature.

Humanities
Jean Crow

Spring, 1970

General Objectives

Upon the completion of this unit, the students should be able to:

1. Know and use the basic language in the fields of fine art -- art, music, literature and film.
2. Evaluate music, art, film and literature.
3. Identify philosophical trends in the arts.
4. Identify social problems reflected in the fine arts.
5. Grasp the significance of the role the arts play in shaping society.
6. Understand the significance of fine arts as a reflection of society.

Specific Objectives

After the use of post tests, lectures, discussion, hand-out material, filmstrips, films, slide presentations, musical presentations, dramatic productions and field trips, the student should be able to:

1. Analyze the fine elements in the visual arts.
2. Evaluate art in the terms of form and content.
3. Differentiate between fine schools of visual art.
4. Analyze the fine elements in music.
5. Differentiate between Classical music, religious music, jazz, folk music and moder electronic music.
6. Discuss the history and language of film art.
7. Critique a dramatic presentation.
8. Write a research paper and give an oral report on the findings.

Content

1. Ethnic Seminar:
    a. Remington and Russell Forty Years in Music
    b. Raisin in the Sun
2. Films, plays, movies, exhibits:
    a. Romeo and Juliet
    b. Art: What Is It?
    c. Amon Carter Art Museum
    d. "Wild West Show"
    e. African Art - slides and objects
    f. "Modern Art"
    g. They Shoot Horses Don't They
    h. Marat Sade (play)
    i. Dr. Mills demonstration on Cubism and Expressionism
    j. Role plays
    k. Video taped filmstrip and record on Picasso and Goya
    l. Filmstrip and record on the art of swing
    m. Grapes of Wrath
    n. Z
    o. The Jazz Age
3. Records:
    a. Bach's "Jesus Dearest Savior"
    b. Mozart's "Requiem Mass in D Minor"
    c. Selection from Debussy, Stravinsky, Wagner, Schonberg
    d. Rock opera "Hair"
4. Hand-outs, lectures, and other materials:
    a. Pretest on Fine Arts activities in Fort Worth
    b. Hand-out on Elements for the Analysis of Art
    c. Hand-out on Elements for the Analysis of Music
    d. Worksheet "How to Look at Art"
    e. Worksheet on music
    f. Hand-out material on the Language of Film
    g. Hand-out material on "How to Write a Report on Lecture and Demonstration on "Psychology of Art'"
    h. Hand-out sheet on "Elements of Drama"
    i. Lecture on History and Criticism of Film
    k. Presentation and discussion of musical choices presented by students.
    l. Student oral report on reserach paper from chosen area in written research paper

Evaluation

I feel that much of the progress in the second semester is possible because of the foundation layed during the first semester. By the spring term the student is aware of the general objectives of Basic Studies and his role and function within the program. Certainly my own major objective emerged with the discovery that the disciplines included in the humanities (philosophy, religion, art, music, literature and film) are not ends in themselves, but rather means used to implement a more enlightened and understanding relationship among men.

While many of the learning experiences seemed meaningful and successful, I found others which should be altered or eliminated. I plan to handle art and film in much the same way next year. On the other hand, I hope to find a more successful way of presenting music and I feel that a research paper should be eliminated.

The students seemed to have enjoyed the unit on art when they began viewing it as a means of communication. After mastering the basic language of art and learning to classify and analyze the elements they could grasp many social problems and philosophical values which artists sought to communicate. The use of film-strips, films, and slides made the study interesting and alive. To teach art without media would be an impossible task.

The favorite unit was film. After presenting the history and language of film, the students were shown cross sections of selected films. They began to see that film goes beyond entertainment when we used these examples to show how film reflects a particular society. As they became more sophisticated in analyzing the form and content of film, they were able to see how it communicates history, social problems and ideas.

Music is the most difficult area to handle successfully. These students can see how music reflects the life, culture, and problems of our time, but they are unwilling to listen or see value in music of the past. They "tune out." Consequently most of our time was spent listening to and discussing their choices. Most students were already aware of the elements in music and could use the language. Through the study of music I learned a great deal about them and I think they gained some self insight. To my surprise I found that music revealed tollerances which they had learned to conceal. Instead of being a common denominator it was a divider among blacks, whites, hips, and straights. One of their most significant discoveries was that each ordinary individual's favorite musical group was actually his spokesman. At the same

time the students realized they were not eager to listen to spokesman other than their own.

The research project was a mistake. They cannot handle research especially in conjunction with all the other material which is covered. The oral reports were boring and insignificant to both them and their audience.

I feel this unit as a whole was successful. The students are now aware of the arts as a form of communication as well as entertainment. They see that it does reflect society and by doing so helps improve human relationships.

I feel they have made progress in understanding and evaluating the arts for form and content. I regret the restrictions time placed on the study of literature.

Career Planning
Treisha Light

Spring, 1970

General Objectives

1. To bring the student to an awareness of the influences that played an important role in his stated occupational objective, and have him decide whether this "choice" is realistic or idealistic.

2. To emphasize the importance of having realistic goals.

3. To acquaint the student with the hierarchy of jobs, showing the interdependence and the worth of each as a contributing member of society.

4. To acquaint the student with the need for blue collar workers in an industrial society.

5. To acquaint the student with sources of occupational information available to him.

6. To give the student an awareness of the types of workers of the future, contrasted with those of the past.

7. To teach the student "How to Study Occupations."

Unit III will enable the student to develop the following skills:

1. To examine his own motives

2. Occupational exploration

3. Appreciation of all types of individuals, regardless of rank

4. Looking beyond the present, having an insight and awareness of future needs

Behavioral Objectives

1. The student will define "blue collar" worker and will explain his importance to an industrial nation such as the United States.

2. The student will analyze and become aware of some of the

deterrents to his learning in high school.

3. He will explain the meaning of the term, "hierarchy of jobs", and will distinguish between a "professional" worker and a "paraprofessional" worker.

4. The student will analyze his tentative vocational choice and will label it as "realistic" or "unrealistic."

5. After having been given instruction on sources of occupational information, he will research his tentatively chosen occupation by using the:
   a. SRA Career File in the LRC
   b. Dictionary of Occuaptional Titles
   c. Encyclopedia of Careers
   d. Occupational Outlook Handbook
   e. Career file in the counselor's office

The results will be presented through class discussion and in individual counseling sessions with the counselor.

Content

I. Filmstrips and Films
   A. Facing Reality
   B. My Personality
   C. Developing Responsibility
   D. Aptitudes and Occupations
   E. Age of Specialization
   F. Overview of Technical Education
   G. Employment Interview
   H. Your Job Interview

II. Lecture Topics
   A. Origins of Professions and the emergency of America as an industrial giant
   B. Personality -- What is it? Why is it?
   C. Aptitudes and Occupations -- Their importance in selecting a realistic vocational choice
   D. What is the Dictionary of Occupational Titles, Occupational Outlook Handbook, and Encyclopédia of Careers?
   E. Realistic Goals
   F. Occupational information for occupational objectives
   G. How to study occupations
   H. Where and How to find a job
   I. Do's and Don't's of the job interview

J. Role Playing employee/employer situations
K. The world of work in the year 2000

III. Hand-out materials
A. Worksheet for trip to LRC
B. Worksheet for Chapters 11, 13, 14 in the personality study in Psychocybernetics
C. Worksheet for film "Aptitudes and Occuaptions"
D. Vocational Interest Survey
E. Vocational Balance Sheet
F. Worksheet on D.O.T.
G. Getting Started in an Occupation
H. Hand-out material on Guilford Zimmerman Personality Test results
I. Hand-out on Data Sheet form
J. Hand-out on films available for viewing on careers
K. Do's and Don't's of an Interview
L. Where to find part-time jobs
M. Worksheet on Letters of Reference

IV. Guest Speakers
A. Miss Merlene Coplin "Careers in Office Occuaptions"
B. Mr. Don Hankins "Education -- a realistic appraisal"
C. Mrs. Burkhard "Careers in Nursing"
D. Miss Sandy Sullivan "Technical and Vocational Programs at TCJC"
E. Dr. E. Grace "Careers in Fashion Merchandizing"
F. Mrs. Solburg, Mrs. Murphy "Careers in Childcare, Teacher Aide"
G. Mrs. June Lynch "Careers in Medical Technology"
H. Mr. Parker "Careers in Mid-management, Accounting, Sales, Marketing"
I. All the RVA Day speakers

V. Occuaptional Information
A. SRA Career File in the LRC
B. Career file in counselors office
C. Occupational Outlook Handbook
D. Dictionary of Occupational Titles, Vol. I and II
E. Encyclopedia of Careers, Vol. I and II
F. Various career pamphlets and brochures

VI. Individual counseling

VII. Evaluation
A. Class response and follow-up of student on films and speakers
B. Objective Test

C. Teacher evaluation of student's detailed study of an occupation employing the methods presented in "How to Study Occupations"

Evaluation

1. The hand-outs and lectures and discussions on occupations: The hand-outs were effective for the study and were read by most of the students. Most of the students got bogged down while we were studying the D.O.T., Encyclopedia of Careers, Occupational Outlook Handbook, but when they had to do their research project they realized the importance of knowing how to use them then. Overall I was very satisfied with this semester's work. I wish I had the time to have gone into a little more depth in some topics than I did. I have enjoyed this semester in the classroom.

2. Films and guest speakers and field trips:
I tried to be very media oriented this semester. You can see by the above list of films and guests speakers what I mean. The kids really responded very positively to the films and guest speakers. I even gave the kids a chance to order films in career fields they were interested in and the response was 100%.

   I feel the field trip to General Dynamics was informative. I'm sorry the trouble developed that did. I think a lot of the students learned a lesson; I know I did.

   The RVA Day was a tremendous success (based on feedback from my students.) They enjoyed getting to plan and help select, notify and confirm the guest speakers.

   I just wish I had started having guest speakers earlier in the semester than I did. I plan on doing this next year.

3. Counseling Sessions:
Counseling was done for each student to set up schedules for the fall -- either technical-vocational, or university-parallel, or a realistic work choice, or whatever the needs of the student dictates. I will finish my counseling this week (May 15). I have been very satisfied with the results. If anything I feel a greater rapport exists than did before.

Recommendations

1. To start earlier in the semester having more guest speakers.

2. To try and give the student more individual research projects.

3. To start my counseling earlier in the semester.

4. To make field trips to large businesses a voluntary thing instead of required. If a student elects not to go on the field trip, he could be assigned a LRC assignment in a career field he was interested in.

5. More area integration. Don and I had several of our classes together this semester and it was great.

6. More team teaching.

7. Trying to involve more of the teachers on the team in some aspects of the counseling process.

FIGURE 7

UNIT IV: "SOCIETY OF THE FUTURE"

SOCIAL SCIENCE
Drawing upon the concepts and problems of contemporary society, the student will project future government, social agencies, marriage, etc., in the year 2000.
NATURAL SCIENCE
Discussion of the role of science and technology.
HUMANITIES
Projecting the attributes of awareness and contemplation into the future society through art, music, literature.
"SOCIETY OF THE FUTURE"
Job selection in light of what he believes may happen in the future society.
Depict mass communications in the year 2000 and synthesize all he has learned in the other courses in a paper describing the future society.
The student will raise his reading level and comprehension.
CAREER PLANNING
COMMUNICATIONS
READING IMPROVEMENT

Vertical Team One

"Society and the Future"

Marilyn Monger, Team Chairman — Spring, 1970

During the Spring Semester, Team One made a concentrated effort to work together more effectively, not only in planning curriculum but also in implementing those plans in the classroom. We were successful in several instances, but never in a large scale operation. Finally, we decided that we must prepare and carry out a culminating activity that would include all six instructors in the action. Ron Stocker, our Humanities instructor and "big idea" man, did not let us down. He proposed a "Utopia" for our last unit, which is loosely referred to as "Society and the Future."

Althougl the final plans were structured primarily around Humanities and Social Science, all six disciplines were included. Three months had been spent discussing problems and conflicts in society. Now the students would be given a chance to start with nothing and create their own perfect society. The only restriction was that it must be based upon reality rather than fantasy. We divided each block of students into three to four groups of five or six persons. Each group was balanced according to sex, ethnic origin and ability considering existing limitations. The groups also received an outline of the nature of a society plus a humorous model quickly and hysterically put together by Stocker and Monger.

With four weeks left in the school year, we began to prepare the students for the ultimate effort. While most of us finished off the last of the problems such as racial tension, environmental pollution, career choices, and analysis of written material, Mr. Stocker began to ask the students what they thought a Utopia might be, why men had always been obsessed with this idea, and introduced them to several classical examples. In Communications, Mr. Rosenbalm had assigned the novel, Brave New World which he was discussing in class. The next week Humanities and Social Science held classes together in two-hour time slots. The first day, we explained the assignment to the students, designated the groups, and let them spend about thirty to forty minutes in an initial planning session.

For the next four days, Mr. Stocker and I, with the help of various team members, took the blocks one at a time through a simulation game based on World War I called "Crisis". Our purpose was to give them experience in group decision-making processes and

evaluating the results. Everyone, students and instructors, had a great time rearranging the map of Europe, while gaining insight into the problems of making decisions that each group member might approve.

The following week was spent in more two-hour sessions with each group. We asked appropriate questions, pointed out weaknesses, and broke up fights. Each group was to meet at least once on their own time.

Regular class schedules were suspended during the final week of classes. On Monday we met with all blocks in a large group for last minute instructions and questions. The rest of the day the students spent working in their groups, coming to any of the instructors for assistance. Each Utopia was to be turned in the day before it was to be presented, typed on a special blank form so that copies could be made for everyone. At the appointed time, all six instructors, plus a few visiting instructors, met with each block separately. The groups presented their Utopias and then defended them against the criticisms of both students and teachers.

The presentations were judged and graded on the following three criteria.

1. Organization -- sufficient detail so that an outsider could understand the Utopia

2. Defense -- answers to questions from instructors and students

3. Creativity -- solutions to persistent social problems

During the final exam time, we asked the students to evaluate the experience and to evaluate the contribution of each group member. All of the students agreed that it was a good experience and felt that they gained much from it -- both academically and personally.

From the instructor's viewpoint, the unit was highly successful. The semester ended with a creative, satisfying, no-pressure type of situation that left students and instructors feeling as if something had been accomplished.

Of course, we already have noted the weak spots and are making revisions. We will teach the entire year with this final unit in mind, setting up interim tasks in preparation for our goal. We, also, hope to make the next time even more a team effort, with

the other areas playing a larger part (particularly Natural Science). In Communications, the students will be given excerpts from several novels and books on Utopias rather than reading one entire novel. Social Science will focus more on solutions than descriptions of current problems, and Natural Science will spend more time on environmental problems.

During the presentations, the same ideas were repeated by most of the groups. Each one seemed to create an environment that included all the things about which they protest in our present society. The anthems, mottos, and names expressed a desire for freedom, but the social structures denied it. Listed below are several comments made by the instructors on the Utopias:

1. No individual freedom
2. No consideration for human nature (assumed children would accept laws and mores if taught)
3. Majority rule equated with democracy
4. No provision to protect right of minority
5. No provision for new ideas and change
6. Actually most societies and governments were totalitarian in nature
7. No value systems established (morals and beliefs)
8. Set up material things but no means to acquire or maintain it

It seems that what they were saying was that rules and regulations, values and ethics and morals are all okay to have, but that they resent their parents' generation only giving lip service to them. When they are in charge, the rules will be enforced and everyone will abide by them because they will be reasonable, rational and desirable. Maybe we ought to listen.

Vertical Team Two

"Society and The Future"

Communications
Mary Lyons, Team Chairman

Spring, 1970

General Objectives

1. To stimulate students to consider the future for themselves and others

2. To review writing techniques developed in the course and to practice more sophisticated writing styles using these techniques

3. To have the skills of interpretation, analysis, synthesis, discussion, and value judgment developed in the course throughout the two semesters

4. To expose students to a more difficult literary work than previously presented, namely Brave New World

Specific Objectives

1. Given the novel Brave New World, students will complete the reading of the novel as assigned, using a set of handouts as aids to understanding.

2. Students will more directly lead discussions of the novel than they have been asked to do before this work was presented.

3. Given two articles of outside reading, students will relate the futuristic ideas of the readings to the discussions of Brave New World and to their own concepts of the future world.

4. Students will, after a review lecture on writing techniques, write several practice paragraphs and one theme.

5. Students will synthesize what they have learned about literary and artistic value, meaning, symbol by experiencing a tour of the man-sized maze created by art students and

by attending the student art show. After these experiences students will write a short essay called "Awareness" as part of the final examination.

Evaluative Instruments

1. Practice paragraphs and theme
2. Objective examination over the novel
3. "Awareness"
4. Five hundred word theme concerned with the future and based on excerpts derived from the study of Brave New World with topic sentences selected from the areas of science, sociology, and literary philosophy.

Evaluation

Basic Studies students in general have a difficult time reading Brave New World. Even with reading assignments spaced by the instructor, most of the students failed to read all of the novel. I found it necessary to point out specific passages I knew they would need for their theme as being important for them to read. Chapter summaries were given to very weak readers, but even that failed to help them. A large number of students failed the objective portion of the final exam on the book, but I took into account the difficulty of the work and let the theme portion of the final override this if the student had done adequate work on previous objectives. I recommend that a new unit on the future be developed and that Brave New World never be used in its entirety again. I propose to develop a unit on Utopia works in literature, taking a comparative and problem approach before next year.

Students did, however, develop well in their writing excellence. I believe that the integration of the teachers on the team was complementary and not overdone, and that everyone contributed to the improvement of the writing skills of the students. I felt that the students this year became more thoughtful and matured than last year's group, partly due to my own understanding of our students and how they learn. I believe I was able to give them deeper perception because of this. In spite of having to use a too difficult work as the basis for the unit, I saw positive evidences of improved skills in almost all students who took the course seriously and worked at it. There was even some beneficial

"fall out" exhibited in the performance of some students who remained lazy and rejecting, though few these were. It was a good semester, and now I know how to make it better. Students also taught me.

Natural Science
Von Dunn

Spring, 1970

General Objectives

1. To appreciate views presented in Brave New World and The Next 100 Years that the authors feel might take place in the future.
2. To see the importance of looking forward and making personal decisions about the future.
3. To appreciate the significance of our space program and to see the role it plays in our society.

Specific Objectives

1. Given a list of astronauts, craft names and flight series, the student will be able to match each to the appropriate definition or contribution.
2. After reading Brave New World and The Next 100 Years, the student will be able to write his views about the future.
3. From The Next 100 Years, the student will be able to write on a selection of topics related to the hand-out.

Evaluation

Two weeks were required to cover the unit on the future. The three objectives were completed. Reading material was available from hand-outs on Brave New World, The Next 100 Years, and one with a list of astronauts, craft names, and lift-off dates. Films were "Freedom 7," "Voyage of Friendship 7," "Manned Spacecraft Quarterly Report #26," Manned Spacecraft Progress Report," and "Apollo 12: Pinpoint of Science." A field trip to the Fort Worth Museum of Natural Science was taken to see a program on astronomy. I definitely believe each student should be interested in his future and space flights, utopias, science technology, etc. are all part of it. I think it is a worthwhile unit and is one that most enjoyed.

Social Science
Dennis Hilton

Spring, 1970

Objectives

At the conclusion of this unit, the student will be able to complete the following test questions or assignments:

1. Explain Plato's organization of a good state as described in The Republic.
2. Analyze Aristotle's good and bad forms of government.
3. Analyze the good and corrupt aspects of the government in Huxley's Brave New World.
4. Participate in small class groups creating a world government as an alternative to world war.
5. Write an essay analyzing the statement: "Good government is a relative matter; there is no best form for all peoples at all times."

Content

1. Text: Brave New World Aldous Huxley
2. Media: Film "1984"
3. Formal presentation included:
   a. Plato's political philosophy from The Republic
   b. Aristotle's good and corrupt forms of government
   c. Contemporary world government

Evaluation

Brave New World was not adequate as a text for social science. Huxley's book was limited only to the anti-utopian concept. I would like to use The Sociology of the Possible edited by Richard Ofshe next semester. This book includes excerpts from both utopian and anti-utopian attempts. To offset the expense of purchasing an additional text for one course, Ofshe's book could be used as a general inter-disciplinary text for unit four.

The students were generally successful in meeting requirements for unit four. Since objectives one through three were stressed

in class, our students were able to complete them with very little difficulty. Basic Studies students have problems with assignments that require individual outside work.

The main weakness of unit four was the lack of adequate class source material.

Career Planning Spring, 1970
Abe Washington

Purpose

The purpose of this unit is to provide experiences for the students that will bring them to the point of making realistic decisions concerning occupational and educational goals and to finalize plans for reaching them, once they have been decided upon. Also, the unit attempts to make the students aware of various techniques and instruments used, and the public and private facilities available to them in obtaining employment.

Behavioral Objectives

As a result of these experiences, hopefully, the students will be able to:

1. Make a final career choice. (Choices should reflect some degree of vocational redirection.)
2. Know what courses to take to complete the requirements for the Associate of Arts degree.
3. Have a general knowledge of the entire Career Planning course.
4. Make a plan of education or training designed to reach their choice of occupational objectives.
5. Prepare a resume of work and related experiences.
6. Write a letter answering an ad in the newspaper and/or a letter requesting an interview and/or a letter of request for personal reference.

Methods and Proceedures

1. Classroom lectures
2. Guest lectures from various occupational areas
3. Films and filmstrips
4. Occupational research projects

5. Individual counseling

6. Group discussions

7. Career Day activities

Materials

1. Films and filmstrips

2. Audio Tapes (lectures)

3. Dictionary of Occupational Titles, S.R.A. Career File, Occupational Outlook Handbook, Encyclopedia of Careers and Textbook

Evaluation

1. Behavioral Objectives:
   All of these objectives and requirements were achieved in varying degrees by a substantial majority of the students. However, there is concern about the number of students electing the Associate of Arts degree program.
   The number of students electing the AA degree program represents a percentage figure higher than the desired 25%. This would indicate weakness in the program of redirection. First however, several factors must be taken into account. They are:
   a. In many cases, what seems to be a realistic vocational choice on the part of the student is often in conflict with the aspirations his parents have for him. Consequently, the student, in the majority of cases, will respect the wishes of his parents.
   b. Most of the technical programs are too difficult and discourage the low achiever from entering.
   c. There is a dearth of terminal programs of short term duration that will provide these students with saleable skills.

2. Methods and Proceedures:
   The involvement of students in organizing and planning the R.V.A. Day activities was effective in the accumulation and dissemination of occupational and educational information. The textbook, lectures and class discussions were effective means of teaching about the instruments used

in obtaining employment.

3. Materials:
The textbook and other audio-visual materials provided most of the information for the students and proved very effective. These were supplemented by resource persons, occupational surveys and class discussions.

Humanities
Sue Scott

Spring, 1970

Behavioral Objectives

1. The student will analyze the artistic complexion of a Utopian society as an integral societal factor.

2. He will demonstrate in writing his ability to make a value judgment on contemporary or future society based on the vigor and health of the "fine arts."

Evaluation

Brave New World presents the almost insurmountable problem of complexity, boredom, and misunderstanding to the poor readers among the Basic Studies students--the majority of them, unfortunately. As a Humanities teacher, of course, I find the book an excellent teaching aid, because it presents such a graphic picture of a society devoid of humanizing elements, such as the fine arts. I found myself bogged down in literal translations for the students, but I hesitate recommending the book's demise in the unit; it provided such a fine pulpit for my surmons.

Vertical Team Three

"Society and the Future"

Natural Science
Allen Triplett, Team Chairman

Spring, 1970

Instructional Objectives

In either oral or written examination, which may be a combination of true-false, multiple choice, fill-in-the-blank, or essay questions, the student will be able to perform the following tasks with a minimum of 50% proficiency:

Air Pollution:

1. Write if man is ever totally separable from his environment and just how is man considered with reference to his environment.

2. Recite how many tons of garbage America pours into the atmosphere each year.

3. List five problems that may develop from polluted air.

4. Write what is considered to be the origin of air pollution.

5. Recite if air pollution is just a recent problem or has the problem existed for some years. List several occurances to support your answer.

6. Recite the composition of air by volume as it would occur non-polluted.

7. Identify what is responsible for at least 50% of the pollutants in air.

8. List the source and harmful effects of carbon monoxide, which is the major pollutant, to people according to the following concentration:

	source	harmful effects
1,000 ppm		
100 ppm		
50 ppm		
30 ppm		

9. List the source and harmful effects of sulur oxides, which is the second-ranking air pollutant, to people according to the following concentration:

	source	harmful effects
.1 to .2 ppm		

10. Write the name of the third major air pollutant and list its sources.

11. Identify what photochemical smog is and list some of its undersirable effects.

12. What per cent of air pollutants are either invisible or odorless.

13. Explain by writing, what is meant by thermal inversion of the atmosphere.

14. Recite the two methods the Clear Air Act (1963) is using to help restore clean air.

15. Write the average cost per capita in a community to maintain an adequate staff so as to insure clean air.

Water Pollution:

1. List five terms of pollution that might be found in a "typical" river.

2. Write the number of gallons of moisture that averages falling upon the Unites States daily.

3. Write the per cent of the daily rainfall that is available for usage by man.

4. Write the two "natural" classifications of water that is not in the ocean.

5. Recite the number of gallons of water needed daily in this country.

6. Write how many times it is estimated that water will be re-used (recycle) by the year 2000.

7. Write the reason for the increased concern pertaining to usable water.

8. Write the per cent of American cities and towns that

pollute rivers and streams.

9. Write the method the United States Public Health Service recommends as the method for cities to use to prevent polluting streams.

10. Write how many times more wasteful are urban families than rural families in using water.

11. Agriculture ranks in what position as a consumer of water and list three ways the industry pollutes.

12. Write what is considered to be the greatest user of water in the United States, its daily consumption, and its estimated consumption by the year 2000.

13. List two problems industry brings about in polluting water.

14. List six diseases that could be obtained from polluted water.

15. Write the most widely used criterion for water purity and state the weakness of those tests.

16. List five or more chemicals not removed from water by current water purification methods.

Accidents:

1. Write the approximate number of Americans killed and also the number injured in accidents each year.

2. Write how often a nonfatal accident occurs on the average in the United States and the average annual costs for all these accidents.

3. How often does an accidental death occur and when is the prime time to be killed on the nation's highways.

4. Solve why a young man (age 15 to 34) driving a motor vehicle during the month of December in one of the Mountain states is the most likely victim of a fatal accident.

5. Compare the rate of occurance (seconds) for the following type accidents:

Type Rate of occurance in seconds
motor vehicle
occupational injuries
leisure time
home accidents

6. Compare the following information pertaining to automobile accidents in the United States annually:
deaths
injuries
how serious
single recurrent factor
examples

7. Compare the following information pertaining to industrial accidents:
deaths
injuries
cost
rate
trends

Noise:

1. Write the origin of the noisy environment.

2. Write what could be done to avert much of the environmental noise problem.

3. Compare the following information pertaining to human audition:
detection of range of cycles per second
cycles per second heard best
term to describe the loudness of sound
decibles of normal conversation
decibles inside a moving subway car
effect of increasing age on hearing

4. Recite the effect upon hearing if an individual is chronically exposed to a loud noise.

5. Write why repeated auditory fatigue will lead to deafness.

6. Write what is one of the most costly and worrisome of all occupational diseases.

7. List six health problems that may result from persistent noise.

8. Write the approximate maximum of noise intensity in decibels which a worker can tolerate without suffering appreciable hearing loss.

9. List four methods used to reduce noise in industry.

Evaluation

1. Test results:

range	78-33
mode	60
median	58

2. Suggested changes:
Additional relevant (local) material needs to be collected; news releases, guest speakers, field trips, photo slides, etc.

I would only allow a good week for this unit; however, at least two weeks would allow a more desirable coverage of the unit.

Laboratory experiments should be developed so as to substantiate local environmental health conditions.

Social Science
Jackson Eng

Spring, 1970

General Objectives

1. The student should become better aware of some of the social problems and issues confronting our society today.

2. As a member of this society, the student should become better aware of the implications for individual behavior in these areas.

3. The student should be able to better understand his own opinion and attitudes, as well as those of others, towards these problems and issues.

Specific Objectives

At the end of the unit the student should be able to:

1. define a social problem

(Crime and Deviant Behavior)

2. discuss some of the factors that contribute to juvenile deliquency

3. differentiate between the various types of criminal acts:
   a. personal vs property
   b. violent vs non-violent
   c. organized vs individual

4. discuss the social implications of the use of various chemicals (drugs, narcotics, alcohol)

(Race and Ethnic Group Problems)

5. define terms commonly used when discussing race and ethnic situations

6. (from a list) associate personalities and the national organizations with which each is identified

7. discuss the sources from which one gets his attitudes and prejudices

(Population and Family Instability)

8. list___ways by which population growth can be affected on a large scale
9. discuss the trend in world and national population growth
10. identify___methods that a couple may use to limit family size
11. discuss arguments given <u>for</u> and <u>against</u> pre-marital sex
12. discuss the social and psychological implications of divorce and a broken family
13. identify___changes that have taken place in the American family
14. list the <u>functions</u> of the family as a social institution

<u>Evaluation</u>

I think the students enjoyed this unit the most. Each of the major subjects offered opportunity for everyone to express himself. LRC assignments, films filmstrips, guest speakers, newspaper articles were used in covering the unit. In three of the blocks there was very lively discussion when we were on the black-white racial issues.

One major problem, not unusual, was the matter of students reading the articles in the text. They still expected the instructor to summarize the reading for them. I know this will continue to be a problem. I am hoping that the book(s) I would like to use next year will stimulate the students more.

I had hoped to introduce some material on consumer economics during the discussion on family. The small amount that I was able to present was very general and intended to get the student to consider various financial expenditures that a married couple take on as newlyweds. It helped in one class where one of the students is married and did relate his experiences with the class in this area.

Towards the end of this unit I began to stress more the future implications of the problems and issues we had been discussing. We, therefore, did not have a separate unit on the Year 2000. I had

already been told of the assignment given by Jean Crow to the blocks to build a Utopia and started feeding this into the class meetings ahead of time.

Communications Spring, 1970
Bill Knox

General Objectives

The student will:

1. learn functional writing and speaking for successful completion of assignments throughout the Basic Studies program

2. learn to avoid various errors in writing and speaking through a study of sentence patterns, grammar usage principles, and spelling exercises

3. learn to write and speak on various levels of communication

4. learn logical development of oral and written assignments through proper application of the four point criteria

5. learn the essential value of the use and recognition of evidence, reasoning, and the scientific method

6. learn to recognize certain propaganda techniques

7. learn to recognize certain problems in our society, develop certain attitudes and values necessary in establishing criteria for solving these problems by realistic means, attempt to solve these problems by building his own Utopia

8. develop critical tools for appreciating popular media

Specific Objectives

The student will be able to:

1. evaluate films seen in conjuction with humanities class

2. discuss various communication problems as evidenced in various media

3. write essay responses chosen from topics given in social science class

4. write an acceptable open-topic assignment relating to a

problem discussed in one of the Basic Studies classes

5. write an acceptable essay concerning a class taken outside Basic Studies

6. respond in a panel discussion concerning a utopia in conjuction with humanities class

7. write an acceptable essay defending three major aspects of his groups' "Utopia"

8. discuss in oral or written form the two opposing points of view noted in the novel, Looking Backward, and the film, Brave New World

9. show evidence of his skill in all aspects of rewriting in a theme notebook

Evaluation

Evaluations of Specific Objectives in order of appearance:

1. The films viewed in conjuction with the humanities and social science classes were excellent sources for integrated assignments.

2. The students were able to recognize various communication problems evidenced in the various media. I feel, though, that I should spend more time on teaching judgment of these media per se.

3. The essay assignments given in conjunction with the other Basic Studies disciplines were discussed, written, and evaluated by the instructors concerned. The concepts set forth in Hooked on Books seemed to operate well for Basic Studies.

4. The students continued to use the writing skills gained from the knowledge of the four point criteria.

5. The students continued to improve their skills relating to the recognition and use of evidence, reasoning, and the scientific method.

6. The students improved in their abilities to recognize propaganda techniques.

7. The culmination of the assignment concerning "Utopia" was much more impressive than I had expected. Two problems, though, were obviously in evidence. There was not sufficient time given in any of the disciplines concerned for adequate coverage. Also, the nature of man as discussed in the presentations had improved considerably as if by magic. The students should be forced to construct a much more realistic "Utopia."

8. The student's critical tools used in evaluating popular media improved to a great extent. I believe that current subjects seem to interest the student more than those of the past. This does not mean that subjects concerning the past should not be used.

Humanities
Jean Crow

Spring, 1970

Objectives

After discussing hand-out material "Ideas of the Future", viewing the film "1984", and discussing the outline on utopia, the student should be able to speculate upon the role of humanities in the future by building a group Utopia.

Evaluation

This was a successful effort in team teaching in spite of the fact that I did not allow enough time to follow through.

Building a utopia is a good way to integrate the various disciplines and to review and put into practice the ideas the students have been learning throughout the year. The most important observation they made as a result of this activity was that society could not be perfected unless man could learn to act with love, charity, understanding, respect and tolerance toward his fellowman. Working in a group was a valuable experience for the students realize that consensus was impossible and compromise was often difficult. Next year I plan to organize this activity better and to spend at least three weeks on this unit.

"1984" was an excellent film since it is an anti-thesis of humanities. The students were very perceptive in outlining the various areas of humanities which was destroyed in the film before man could be dehumanized--art, religion, ideology, love, etc. This was a great way to point out and summarize the role of the humanities in society. At last they understand what humanities is. I am considering showing this film at the beginning of the year during the introduction to humanities. I will also repeat it at the end. I regret that I did not have time to use "Crisis". Time will be allowed next year.

Reading Lab
Sandra Ross

Spring, 1970

Because the reading lab instructors felt that gains on the standardized test should have been greater at mid-term, the reading lab approach was completely reversed.

First, we felt that the STEP - Reading IA, IB test did not test the skills that had been taught. We also decided that we had attempted to cover too much content and develop too many different skills in one semester. Therefore, we changed our standardized test. At the beginning of the spring semester, we administered the Diagnostic Reading Test. Our approach became highly structured; i.e. we taught the skills measured by the test and did this very methodically. The following outline resulted:

I. Objectives

To develop to the greatest extent possible the three skills measured by the Diagnostic Reading Test: rate, vocabulary, and comprehension.

II. Materials and equipment used in the lab

Shadowscope (pacer) used with a variety of paperback books and/or with Controlled Reader Study Guide and Reading Improvement workbooks.

Controlled Reader, a speed device for group reading of a story on film followed with a comprehension check.

T-Matic (tachistoscope) for increasing span and speed of perception; i.e. rapid phrase reading.

Reading for Understanding - multi-level exercises in critical thinking

III. Books purchased by students

It Pays to Increase Your Word Power	Peter Funk,	$ .95
Tactics in Reading II	Scott-Foresman	$1.60

IV. Methods

Students met class two hours per week; one "lab hour" and one "lecture hour." During the "lab hour" students did twenty minutes of work on Controlled Reader with the

entire class. The entire class also spent about ten minutes on T-Matic. Then the remainder of class time was spent with individuals working on the Shadowscope attempting to steadily increase their speed and comprehension.

The "lecture hour" was devoted to vocabulary discussion, teaching and grading lessons in Tactics II (comprehension skills), working RFU cards, and occasionally doing paperback scanning.

Approximately one chapter from each of the students' books was required as homework each week. However, it should be noted that the vocabulary lessons were reduced to only about half the words in each chapter since many of the words were not likely to be needed by our students.

The entire semester was conducted in the above manner, with little variance. Testing was limited to pre and post forms of the DRT. Short objective tests over vocabulary and comprehension exercises were administered periodically and at each instructor's discretion.

V. Evaluation

This was an "easy" semester from the instructors' standpoint because it required very little planning time. Everyone knew exactly what would take place in class each day and simply had to get through that amount of material. Of course, when students became discouraged or seemed bored, plans could be and often were altered. However, the goals set for the students to meet by mid-semester and then by finals allowed little time for flexibility.

(Machines) Because the students could see more personal progress in this type lab situation with limited emphasis, they were generally pleased and attendance was as good as for other courses. The mechanical equipment definitely does motivate our students. Only in rare cases did the demands of a particular machine frustrate a student, and in those cases adjustments of speed or total requirements were reduced by the instructor.

(Vocabulary) After searching for an appropriate vocabulary book which would meet the needs of the majority of the students, we found that our selection was not a good one. It Pays to Increase Your Word Power is based on the Reader's Digest series and is easier than many commercial, self-help vocabulary books. However, only about fifty

per cent of the words were of value to our students at this time. There are many words more frequently used than even the easiest in the book which our students are unfamiliar with. We will not use the book again.

We did not teach the vocabulary of the DRT, nor did we teach word roots, affixes, or origins. For a standardized test to show gains in vocabulary, we must in the future teach some of this and show students how to apply such knowledge to new words they meet.

(Comprehension) Comprehension has many aspects. Tactics in Reading II has excellent lessons on the skills which lead to better comprehension, but they are long, generally too difficult for our students to attack alone, and need to be introduced by the instructor. We definitely feel that this material is very valuable, but should be used over a year's period rather than for one semester.

(Speed) Most of our students did increase their speed. However, there are some interesting things about the subject of speed and Basic Studies students which will be discussed in the section on standardized tests. It should be emphasized here, however, that in many cases speed must be increased in order to increase general reading efficiency and insure better concentration. On the other hand, speed can be over emphasized. Our students have a tendency to believe that speed will cure all ills. In reality, it creates some new ones for our students.

Many factors went into the decision to completely change the reading lab program for second semester: the students indicated strongly the desire for a more structured lab situation; the counselors suggested that the standardized test be changed; many instructors preferred a test that gave scores in "grade levels" rather than percentile bands; the inexperienced "part-time lab assistant" needed a more structured program so that they would feel more secure in their teaching situation; we needed an "easy" semester so that we would have more time to consider what the ideal reading program would be for Basic Studies; we were willing to try anything that seemed to have worked for others.

We administered the Diagnostic Reading Test which has three subjects. rate, vocabulary, and comprehension. This test does not give grade level equivilencies, but

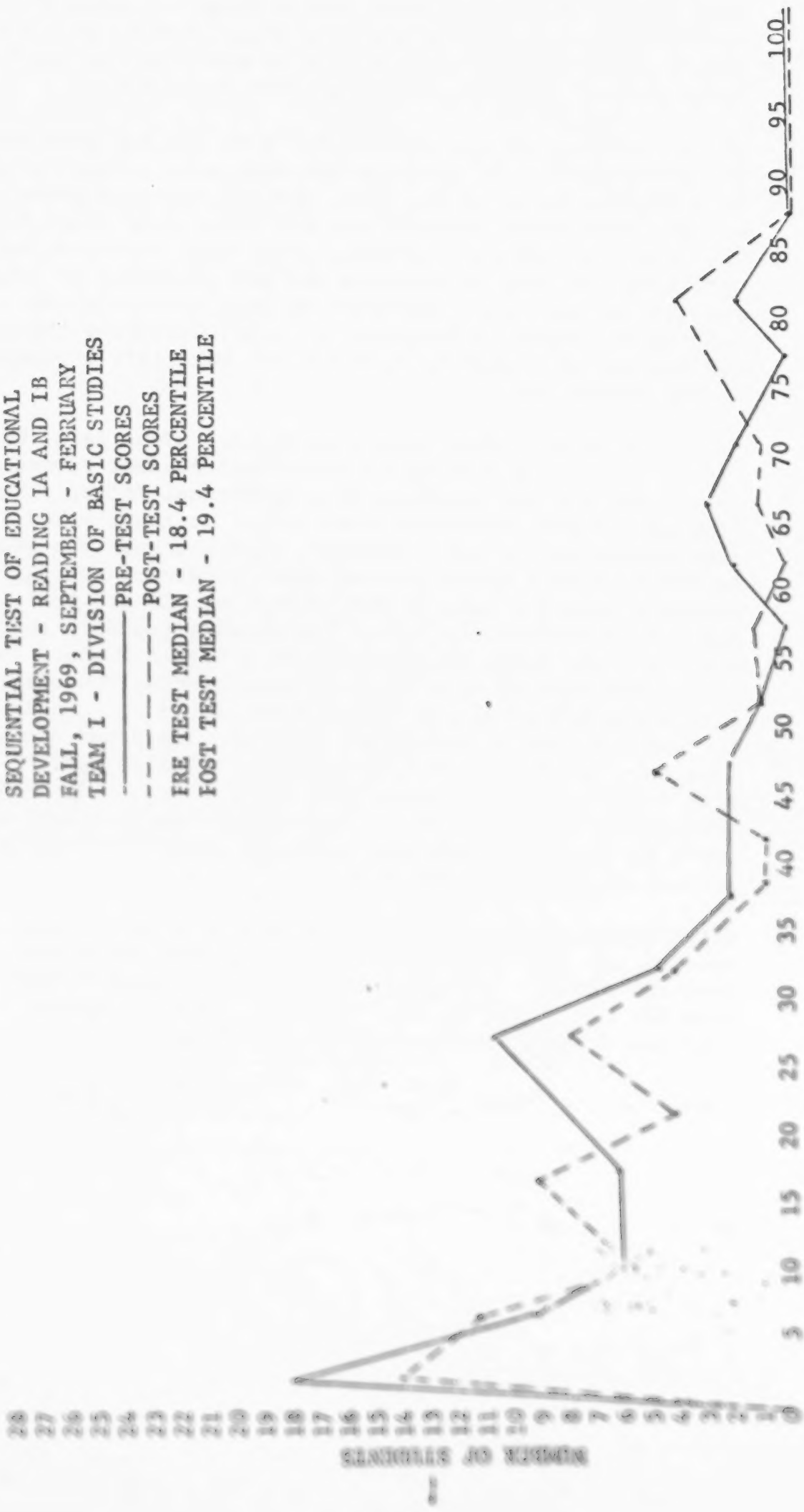
it is a shorter test than the STEP and has a wider range of difficulty. Dramatic gains have been recorded with this test used in conjuction with a highly structured, machine-oriented reading lab. We incorporated the whole simple plan. However, as it will be noted on the charts which follow, the gains were far from dramatic.

It is rewarding to see that we had both pre and post scores on 167 students. We actually had many more scores for one or the other forms of the test, but for figuring gains we used only those students who had taken both forms of the test. In the past, greater gains were reported, but were based on only 56 students who had continued to attend reading lab sessions. At least we were successful in keeping all types of students in class, including those who are not motivated to work and who make little progress in any situation.

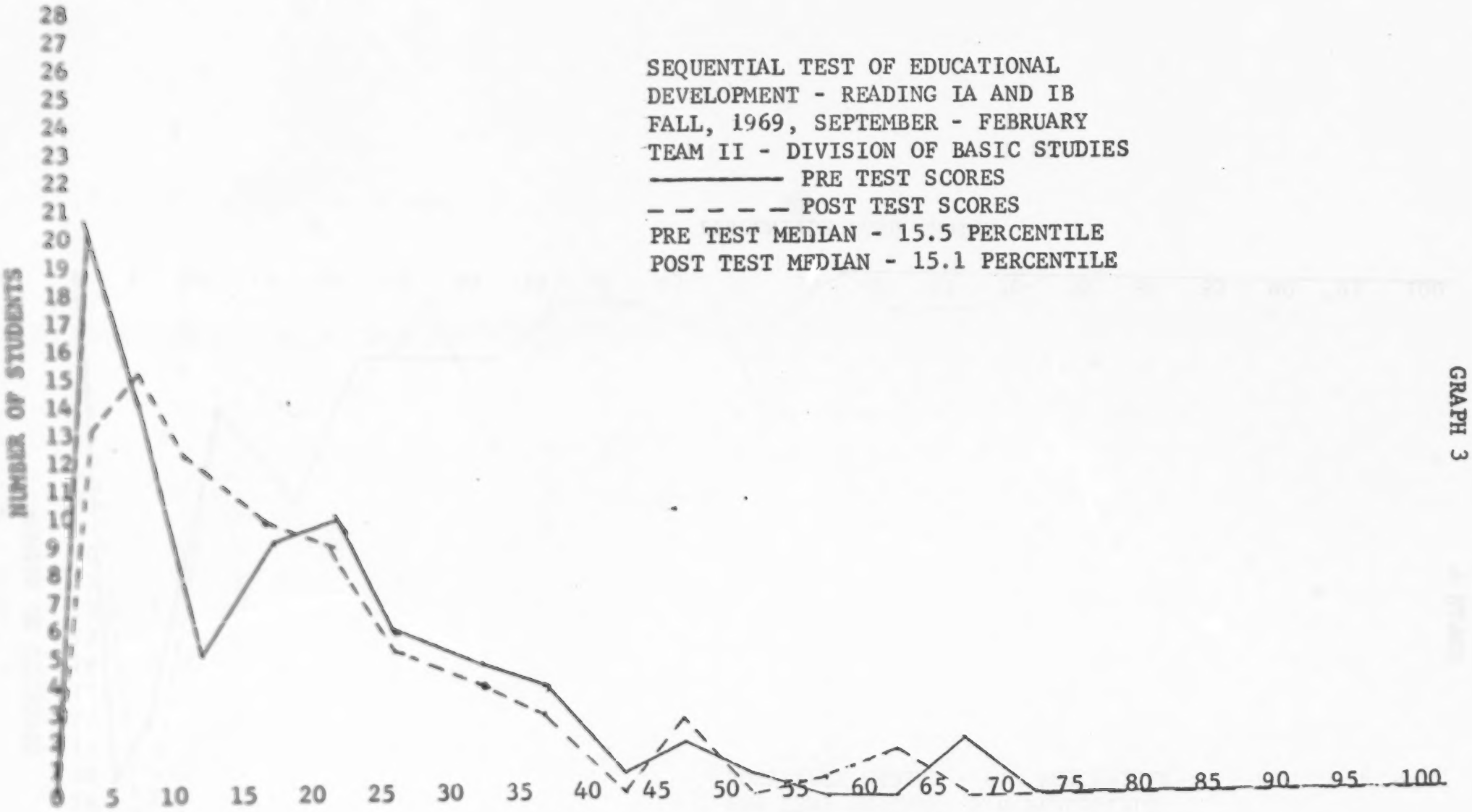
It is not evident when examining average class gain, but highly evident in looking at individual student scores that speed for our students is a mysterious factor. Their comprehension increases to some extent as their speed gets closer to 250 wpm. However, most students who attempted to function at a speed greater than 250 wpm on the DRT showed a negative gain in comprehension. It has been informally observed by two of the reading teachers that a student who comes to college with a high ACT score and having the same IQ as a Basic Studies student who enters with a low ACT score can increase his speed and continue to function with a much higher rate and increased comprehension. But the Basic Studies student "falls apart" when reading beyond a given rate. Therefore, calculating "expectancy level" based on IQ for Basic Studies students would be useless. They have problems which the "typical" college student does not have.

After trying two completely different programs in the reading lab this year, we can only say that we do not have the answer. What the textbooks tell us will work does not work. But we know that our students cannot read and a way to teach them must be found.

GRAPH 2


SEQUENTIAL TEST OF EDUCATIONAL DEVELOPMENT - READING IA AND IB
FALL, 1969, SEPTEMBER - FEBRUARY
TEAM I - DIVISION OF BASIC STUDIES
PRE-TEST SCORES
POST-TEST SCORES
PRE TEST MEDIAN - 18.4 PERCENTILE
POST TEST MEDIAN - 19.4 PERCENTILE
NUMBER OF STUDENTS
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
PERCENTILE BAND MEDIAN

SEQUENTIAL TEST OF EDUCATIONAL
DEVELOPMENT - READING IA AND IB
FALL, 1969, SEPTEMBER - FEBRUARY
TEAM II - DIVISION OF BASIC STUDIES
———— PRE TEST SCORES
– – – – – POST TEST SCORES
PRE TEST MEDIAN - 15.5 PERCENTILE
POST TEST MFDIAN - 15.1 PERCENTILE



GRAPH 3

GRAPH 4

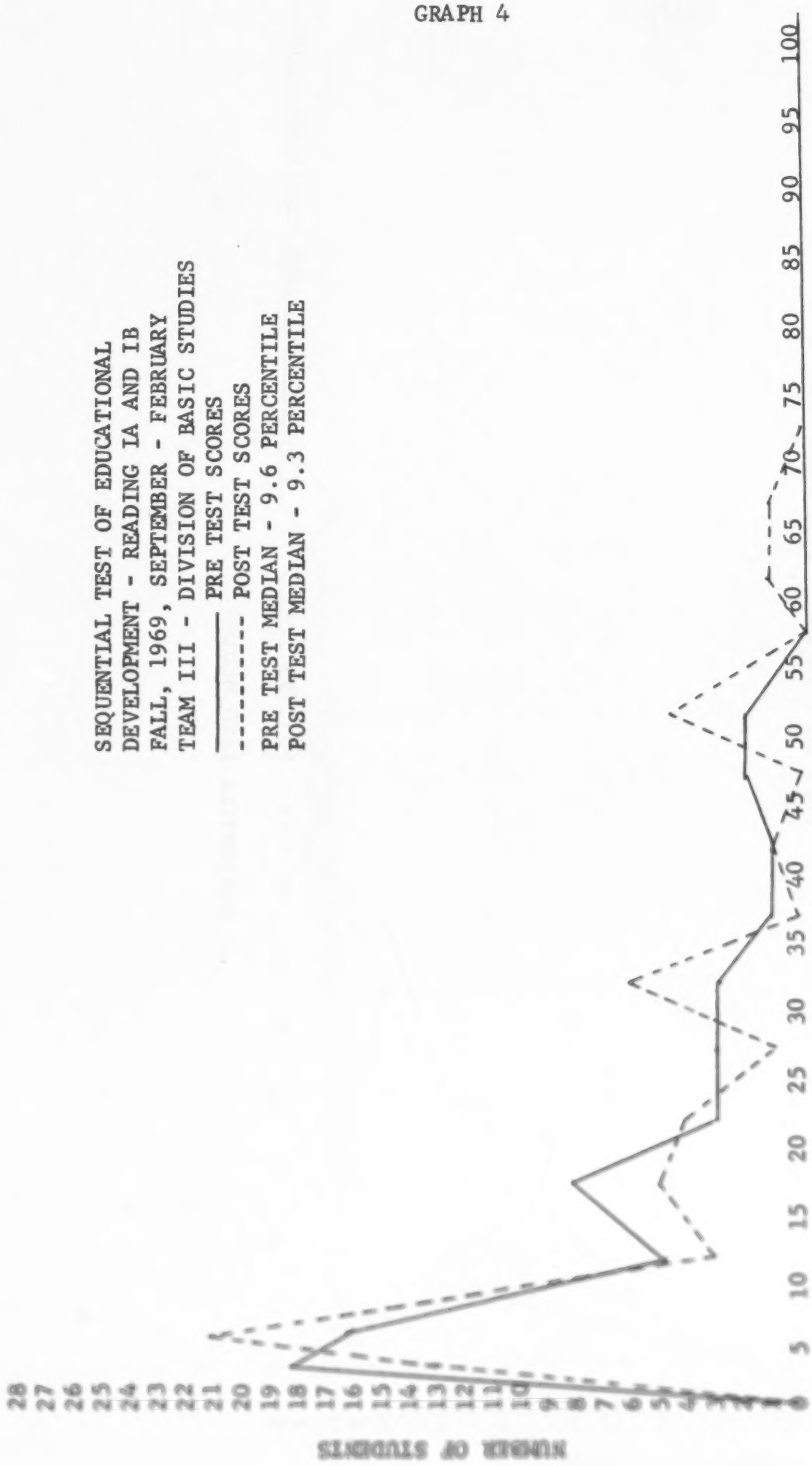

SEQUENTIAL TEST OF EDUCATIONAL
DEVELOPMENT - READING IA AND IB
FALL, 1969, SEPTEMBER - FEBRUARY
TEAM III - DIVISION OF BASIC STUDIES
——— PRE TEST SCORES
---------- POST TEST SCORES
PRE TEST MEDIAN - 9.6 PERCENTILE
POST TEST MEDIAN - 9.3 PERCENTILE
NUMBER OF STUDENTS
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
PERCENTILE BAND MEDIAN

TABLE 20

Results of

DIAGNOSTIC READING

Division of Basic Studies, TCJC, South Campus, Spring Semester 1970
(Based on national norms for college freshmen)

	Below Norms	1%ile - 10%ile	11%ile-20%ile	20%ile-30%ile	31%ile-90%ile	above 90%ile
Pre-test Feb., 1970	32%	47%	11%	5%	5%	0%
Post-test May, 1970	27%	39%	16%	8%	10%	0%

	Less than 39% comp.	39 - 59% comprehension	60 - 70% comprehension	70 - 80% comp.	80 - 90% comp.	90 - 100% comp.
	FRUSTRATION LEVEL		INSTRUCTIONAL LEVEL		INDEPENDENT LEVEL	

In looking at the above table, we see that in February, 1970, 79% of our students were reading at the frustration level. In May, only 66% of our students were reading at the frustration level. *

During the spring semester, 8% of our students advanced into the instructional reading level and 5% advanced into the independent level.

* Many authorities include 60 - 70% comprehension in the frustration level.

CHAPTER ELEVEN

"Decisions and Problems"

Before one begins a new approach, the reason for change, what it is to be changed, and the desired outcome should all be apparent to the developer. Our reason for change from traditional approaches to an innovative one rested partly on the fact that we are dealing with a group of students normally not serviced by higher education. Since the open door philosophy brought us a group of people who were before unsuccessful in the educational "game," we felt a new approach was needed.

The major goals to be accomplished were:

1. To humanize the educational process as much as possible.

2. To assist the student in developing those personal qualities which will make him aware of his own self-worth and help him make a place for himself in his society.

3. To increase the duration of the student's involvement in college experiences and improve his chances of success personally, academically, and/or vocationally.

4. To help the student realistically assess his vocational objectives so that they are commensurate with his interests.

Once these major goals have been established and the procedures to accomplish them have been developed, the innovator is ready to begin his experiment.

Decisions

Once the problem has been defined, the student characteristics have been established and the criteria developed, and the goals and objectives of what is to be accomplished have been listed, the innovator must then decide upon the means to reach his end. At this point there are several aspects of the program which must be determined simultaneously: the structure, the faculty, and the curriculum are the main means to the end result.

Because the main concern is the development of human beings, the primary concern would probably be the environment into which

the student is placed. On the basis of recent research completed in the area of personality developments, the total, powerful environment must first be established. Philosophically or realistically it is no longer possible to fragment an individual by subject matter offerings and still develop him as a total human being. If this is true of an individual in education, it is even more correct when considering the individual who has never accomplished, never before succeeded in an educational environment. Thus, a total program or total educational environment must be established.

In order to accomplish this total environment the student must be a full-time student. Otherwise more influence is exerted through outside pressure groups such as parents or peers than by the educational setting. Next, all academic courses must be offered within the program and the student must be willing to accept a total educational package. A quick glimpse at the traditional freshman program exemplifies this point since 75% of the transfer programs call for at least four of five basic courses; thus, this doesn't seem to be a hardship for the full-time college freshman.

Once the program has been established as an entity within the college, thought and consideration should be given to how the students are scheduled within the program itself. Since Sanford, Newcomb, and others indicate that what students learn in college is determined by their fellow students, by the norms of behavior, attitudes, and values that prevail in the peer groups to which the students belong, the logical way to schedule students was to help facilitate the establishment of peer groups. However, instead of the establishment of the peer groups through propinquity, the ideal situation would be to form peer groups on the basis of educational goals and objectives. To accomplish this end, the "block schedule" was selected as the medium.

Placing twenty to twenty-three students in an educational unit called a block forced the students to attend all of their classes together as an educational unit. It also enabled the instructor to know each student personally as well as professionally through a discussion circle method of presentation rather than the traditional lecture appraoch. Educationally, the discussion group tends to confront the freshman with challenges that require new kinds of adaptive responses. Actually it forces the student to achieve what is meant by the very definition of education: a change in the responses and actions of an individual. Administratively, the block schedule facilitates the chaotic process of registration because the schedule--classes, times, rooms, and instructors--is decided upon long before the student appears

on campus.

The program's structure represents the first of three important aspects. The next two phases of development concern the curriculum and the faculty. It is almost impossible to separate the two in order of priority, for if the faculty members do not believe in the philosophy upon which the curriculum is conceived, it will not work. So, too, must the faculty members develop the curriculum if it is to have meaning to them and to the students. Thus the philosophy of curriculum development was first established, and the faculty responsibility followed.

Three major decisions were made to establish the basic framework of the curriculum: the philosophy of general education would be adopted, the courses selected would be interdisciplinary, and all of the courses would be integrated around a core topic.

The philosophy of general education is best defined by the late Horace T. Morse, who was the Dean of the General College of the University of Minnesota.

> General education is more concerned with the learner than with the content, which my be organized or reshuffled with regard to traditional fields. Its goals are individual development in its various aspects, and it places emphasis upon behavior and social usefulness as well as upon intellectual development as an outcome of learning. It is a manifestation of the democratic spirit in higher education, for it admits a wider scope of abilities and a far broader climate.

Using Morse's definition and general education's philosophy, the curriculum coincides with the over-all objectives of the program. Each of the courses must deal with the learner and his skill and concept development, not merely the regurgitation of factual material.

The second decision, to integrate around a core topic, was made to increase student motivation and to increase faculty participation. The idea that knowledge is a coherent whole is not a new idea, but it is a useful one. Helping students see relationships between education and life is almost impossible if they cannot see an inter-relationship among the various fields of knowledge. Thus, the student was able to see a total picture in a unit of study such as "Who Am I?" He learned about his personality development in social science, his physical being in natural science, his religious

and philosophical beliefs in humanities, his thought process in communications, and his vocational interests and abilities in career planning. Thus the individual student was made aware of his total being.

In order to increase faculty participation in curriculum planning a new administrative unit was used. Instead of using a department structure by discipline, a vertical team appraoch was used. A vertical team consists of one instructor from each of the six areas mentioned earlier, combined with five blocks or 110 students. Each vertical team is an entity in itself and within the framework of curriculum. These curriculum models may vary widely depending on student interest within a given team structure, but the end result is the student achieving the skill level desired.

Any new attempt in education is not without its problems and there are some problems in the integration of subject matter which have no easy solutions. First, since the educational and cultural backgrounds of many teachers are narrow due to graduate work done in only one area, it becomes difficult for them to develop ideas around which all courses may integrate. At times, at least in the initial attempt, only two or three courses may integrate well around a common topic. However, as faculty members experiment with this new approach, they become much more proficient at the skill.

Second, each unit must be carefully planned before the teaching begins. The skills and concepts expected of the students must be decided upon and the relationship of subject matter from one area to another must be clearly understood. Failure to do this will end in overlapping or omission of material or both which leads to general boredom or confusion on the part of the student.

Third, although the main emphasis is placed upon the integration of material, each course must still maintain some continuity to prevent chaos. This does not imply that the second unit must build on the first; in fact, as far as the subject matter is concerned, it is better if each unit is self contained so that it is complete in and of itself. However, the skills and concepts desired in each course should be consistent and should be developed so that they will lead the student step by step to a higher level of development.

These problems are not unsolvable, but they can detract from the entire approach if the developee is not aware of them from the outset.

The last major decision called for the development of courses which were interdisciplinary in nature. An example would be the

study of air pollution. The social science instructor would help the students determine if it really is a social problem (sociology), what brought it about (history), and what can we do as citizens to alleviate the conditions (government). In each course the student should receive some exposure to the various disciplines within the rubric of social science, natural science, humanities, etc.

Other considerations which should be given in the development of the curriculum should include a reiteration that concepts and skills are the main objectives of the program and the subject matter would depend on the student interest and then only as a vehicle to reach the end result desired in the development of the skills and concepts.

Traditional remediation as it is practiced today in higher education should remain peripheral to the curriculum. For although the skill and concepts are primary to the program, the student must first be stimulated by the topic for discussion before he will practice the skills.

Finally, although it takes a great deal of expended energy on the part of the faculty to utilize community resources, this should not be overlooked. The discussion of community and society has become so bookish that we forget many students have never been inside the majority of cultural centers, law agencies, social agencies, etc. Education is discovering and doing. Listening keeps the student busy but provides for little real understanding.

Considering the program structure and curriculum, it is more than apparent that the faculty members have a tough job. Therefore, a program as demanding as this one demands that the director is able to hire his own staff on a full time basis and that they report directly to him. Without these two conditions, the vertical team would not function properly and the total program would be as fragmented as the teaching of individual courses. And neither has really worked satisfactorily in the past.

The faculty members themselves must not be willing <u>to</u> experiment but be willing to work <u>at</u> experimenting. New ideas do not just happen. They must be conceived, developed, practiced, and evaluated before they are of any assistance. Along with the ability to work at something new, the faculty must realize that they will become ego models. like it or not, to certain students. This quasi-counseling role which the faculty member will play is not an additional responsibility; instead it is part of the total commitment. At a Junior College workshop at Wayne State University, Mrs. Nancy Arnfield summed up the faculty member's role in a program like this, "Teaching in a

program such as this is not a job; it is a way of life." Nothing has better expressed my feelings about what is required of an individual than that statement.

Specific Problem Areas

It would be too great a task to carefully detail each of our problem areas; however, a synopsis of a few does seem to be in order.

1. The Block Schedule--Once means have been developed to capitalize on peer group relationships, two main problems occur. First, as in any group, the peer group has "hidden" leaders and the faculty member is often unable to determine them; thus they are not as able to influence the group as they would like. In some cases the individual can be anti-educational goals. Thus, one area of improvement here would be to spot the obvious and the hidden leaders and motivate them. It is felt that they in turn will influence the rest of the block. Second, although the block schedule affords the opportunity to develop peer groups on the basis of achieving educational goals, a systematic method must be devised to accomplish this end. Discovering the block leaders would be a start, but from that point on it is important to guide and to motivate them.

2. Attrition Rate--The acceptable definition would be an accounting of the number of students who drop during the semester. However, this does not always indicate a failure in terms of dealing with a student; nor does completion of the semester always indicate success. During the past year some students disappeared shortly after the final date for dropping classes. Somehow we were not able to encourage them to complete the year. Our attrition rate the first semester, for instance was 9%. If we added those who disappeared after the drop date (3.5%), our total attrition factor was 12.5%. This is always a problem area but particularly with this group of students, for they are not always responsible enough to complete the course drop preceedings.

3. Our third objective, which states "To help the student realistically assess his vocational objectives so that they are commensurate with his interests, abilities, and interests," is a little difficult to measure. We

felt that we succeded in about 50% of the cases. Measuring was based on the number of years of education a position or vocation required. Through pre and post testing we were able to determine each individual change. Here more methods must be developed to help the youngster make a decision. Now we utilize a test battery consisting of values, I.Q., reading,personality type, interest, etc, speakers, field trips, concept of self, and job interviews. But more needs to be done. There also needs to be a continual follow-up study to determine if the student is successful after he has been redirected.

4. The Evaluation of Curriculum and Grading Procedures--Faculty members are required to establish behavioral objectives for each unit and to evalute these objectives to see that they are behavioral. Once this has been accomplished, it must be determined if all students have a reasonable chance at success by successfully mastering the objectives. At this writing we are running a multiple variable correlation study to determine the characteristics of those students who achieved most successfully academically. If the results show that C's and B's went to the students with the highest entering scores and the highest I.Q.'s while the D's and F's went to the group with the low entering scores then we have fallen into the same grading trap as other programs. For theoretically the behavioral standards could be accomplished by everyone. The curriculum or subject matter is equally difficult to evaluate because of the criteria for motivation. As in other institutions we are a little low on criteria for motivation and interest. Three feedback mechanisms which we tried were an advisory council made up of students, the Journals where the students record and develop their thoughts as part of the communication assignment, and a formal program and teacher evaluation form which the students complete anonymously at the end of each semester. This has been more than adequate but still needs improvement.

5. Evaluation of the Program--There are many problems and headaches evaluating any program, but it seems there are four great problem areas in the evaluation of an innovative program.

    a. If the goals and objectives are not clearly stated before the program begins, it becomes difficult to find direction let alone evaluate. Although we had goals and objectives listed

in the beginning, it was evident after several months that they needed to be clarified. By the time evaluation rolled around they needed to be completely revised.

b. There is a danger in education of evaluating a new program after one year, for many reports only tell about the "cream and sugar" and many administrators have a sweet tooth. And before the pitfalls can be pointed out, the innovation has a black eye. In addition, the total populations of the control and experimental groups are often too small to be used for accurate predictive information. The Hawthorne effect must be explained to soothe the minds of professional researchers who grasp at straws. And it almost takes one year of inservice training before the faculty members are at ease. All of this is not to discourage an evaluation at the end of one year for much can be gained by the people both inside and outside of the program. But present the findings carefully and read them meticulously.

c. The average layman in education would probably appreciate some competent statistical help so that he could expedite the actual evaluation process. One of our biggest problems this year was trying to acquire answers to statistical problems once we want beyond the typical Ph.D. statistical course level.

d. Last I believe that every experimental program must have an extensive follow-up study to determine what students succeeded, at what did they succeed, and how well did they succeed.

6. Dead End Program--Another problem area is the creation of a dead-end program where the student, at the end of one year, is still not allowed to enter the college curriculum, nor may he enter the technical programs. The path the student takes upon leaving the program should be as varied as the number of programs available at the college, the number of vocational training centers in the community, and the number of employment agencies. There is virtually no way of motivating students who are told "You have one year here and then you must leave." Let them prove themselves. Let them make the decision.

7. This list of problem areas is becoming alarmingly long so I best just mention a few others briefly, by no means, however, minimizing their importance as considerations.

   a. Acceptance of the program by the students, administration, and faculty.

   b. Overcoming the stigma often attached to a course or program designed for a special group of students.

   c. Identification of students to enter such a program.

   d. Making sure that the work done by the students is fully credited and does move them a step closer toward their goals. (Non-credit courses are probably destined for failure. The courses should fit in with and apply to other programs at the school, both academic and occupational.)

   e. Transfer plans to four-year schools can be accomplished and should be attempted.

   f. Team teaching requires released time for planning, coordination, and evaluation. Extended contracts should be considered.

   g. As I have said, program evaluation is difficult but absolutely necessary. School administrators must not view any program as a cure-all and must be willing to offer the freedom to try new approaches, with a built-in "right to fail."

This progress report was written to deseminate information about what is being tried at Tarrant County Junior College, South Campus, to motivate, educate, and help place the academically unsuccessful student. Although there is a great feeling of personal pride for a job well done on the part of the staff, we do realize there is little that is completely objective.

One of the underlying principles of Basic Studies has been an attempt to humanize the educational process as much as possible. Dr. Terry O'Banion of the University of Illinois recently voiced alarm at the prevalence of what he termed the "production model" of the junior college. He advocated change to a more "humanized model." We agree with Dr. O'Banion that the student should become the subject matter and that the subject matter be fitted to the student rather than the

student be fitted to the subject matter. These very things, we feel, are characteristics of our program. The team approach is conducive to a much more personal approach than the traditional one allows. In conclusion, then, our program encourages creativity, experimentation, and innovation which can work to the advantage of those students who otherwise, can be very often overwhelmed by their first experience in college under more traditional methods.

APPENDICES

The following two reports contain added information and research about the Basic Studies program. The first is a follow-up of the experimental and control groups that were formed for research purposes during our first year of operation. The make-up of the groups was detailed in our first progress report (December, 1968) and this report attempts to investigate what happened to these students during their second year of college here at TCJC.

The second report is an evaluation of student progress in the Basic Studies program during our second year (1968-69). Areas included are persistence in the program, credits earned, grade point averages, attrition, and academic standing.

APPENDIX A

THE BASIC STUDIES EXPERIMENTAL AND CONTROL GROUPS

A FOLLOW-UP STUDY

In the first progress report of the Basic Studies Division on the South Campus of Tarrant County Junior College, considerable attention was given to a comparison of two groups of students, labeled control group and experimental group. This report, "The Basic Studies Program: A Description," published in December, 1968, explained the development of these two groups.

On August 14, 1967, 267 students were candidates for the Basic Studies program. These students were assigned numbers and through random selection divided into two groups. One group was labeled experimental and was chosen for the Basic Studies program. The second group was labeled control and was scheduled for courses in the remedial, developmental, and university parallel programs. It is important to remember that this control group was in no way a part of the Basic Studies program, for the remedial courses were offered by other divisions within the college. Furthermore, even though the control and experimental groups were selected from a table of random numbers, no student was forced into the Basic Studies program against his will.

After extensive research and comparison of high school grades, ACT scores, and certain demographic data, it was concluded that the students in both groups were almost identical statistically and were potential failures in the traditional education approach. (refer to progress report, chapter two, pp. 4-17)

Chapter six of the report compared the persistence and success in college of the two groups after the 1967-68 academic year. It was found that the Basic Studies students did persist in college at a significantly higher rate than did students with similar characteristics who attempted the traditional remedial

approach. The Basic Studies experimental group not only attempted, completed and earned more academic credits than did the control group, but also earned higher grade point averages than the students in the control group. At the completion of the 1967-68 academic year, 67% of the Basic Studies students were in "good standing" while 6.5% were suspended. The control group had 33% of its students in "good standing" and 27% suspended.

The conclusion to Chapter six suggested several avenues for more research, one of which was a further follow-up of both control and experimental groups at the end of each academic year for the next three years. It is the purpose of this report, then, to compare the progress of the two groups now that the academic year of 1968-69 has been completed.

Reports show that attrition rate in remedial programs is high and relatively few return to school and even fewer go on to experience success in university parallel courses. It should be interesting to find out, therefore, what success, if any, the students of the experimental and control groups had during their second year at Tarrant County Junior College.

TABLE 1

Students Returning to TCJC
for Second Year

	CONTROL GROUP	BASIC STUDIES EXP. GROUP
Fall, 1968-69	42 of 101	73 of 101
Spring, 1969	33 of 101	57 of 101

Table 1 indicates that a larger number of the Basic Studies group came back to Tarrant County Junior College for further education than did the control group. This is not to say that all those who returned would achieve success, for the Basic Studies faculty felt that realistically, many who did return

would not be able to meet university parallel standards. It does mean, however, that a greater percentage of the Basic Studies students had persisted through one year of college and wanted further education and training.

This might also reflect some measure of failure on our part to redirect as many students as we might like into more realistic vocational assessment. The shortage of one year vocational programs on our campus compounded the problem of redirection, for choices were limited to university parallel or technical courses the second year. These would be too difficult for many, but it was hoped that the counseling and information given in Basic Studies, particularly in Career Planning, would help many to find jobs or training programs in the Fort Worth area even if they did meet failure in the university parallel courses. Our program is not designed specifically as a university parallel preparatory program, but we do feel that many can succeed in getting a degree from our school after the individualized instruction and help which Basic Studies does offer.

TABLE 2

PERSISTENCE AT TCJC THE SECOND YEAR

	CONTROL GROUP	BASIC STUDIES EXP. GROUP
Completed Fall Semester, 1968-69	42 of 42	69 of 73
Completed Spring Semester, 1969	30 of 33	53 of 57

A greater number of the Basic Studies group completed both the fall and spring semesters than did the control group. Figures indicate that of those students of both groups who did return to school here, most did complete the semester, even though further research shows that perhaps some tried to take too many hours. The following tables show statistics on the number of hours attempted and passed by each group.

TABLE 3

College Credits 1968-69 Academic Year
Fall Semester

	ATTEMPTED	PASSED
BASIC STUDIES EXP. GROUP 73 of 101		
Semester Hours 16+	4	0
13 - 15	45	12
10 - 12	11	19
7 - 9	4	13
4 - 6	2	6
1 - 3	3	4
0	4	19

	ATTEMPTED	PASSED
CONTROL GROUP 43 of 101		
Semester Hours 16+	4	2
13 - 15	14	11
10 - 12	14	11
7 - 9	6	7
4 - 6	2	5
1 - 3	2	3
0	0	0

TABLE 4

College Credits 1968-69 Academic Year
Spring Semester

	ATTEMPTED	PASSED
BASIC STUDIES EXP. GROUP 57 of 101		
Semester Hours 16+	4	3
13 - 15	27	14
10 - 12	14	12
7 - 9	4	6
4 - 6	1	8
1 - 3	3	3
0	4	11

	ATTEMPTED	PASSED
CONTROL GROUP 33 of 101		
Semester Hours 16+	3	2
13 - 15	12	6
10 - 12	7	10
7 - 9	2	4
4 - 6	3	0
1 - 3	3	3
0	3	8

The report for the fall semester showed that 44 of the Basic Studies experimental group passed from 7 to 16 hours; thirty-one of the control group passed this number of hours. The totals for the spring again show a larger number of the experimental group (35) passed 7 or more hours than the control group (22).

It might be noted that a greater number and percentage of Basic Studies students attempted 13 or more hours than did the control group. The number of hours passed seems to indicate that this was too many hours for this level student to handle successfully. This definitely has implications for us in Basic Studies in counseling our future students for the second year. It would seem that most of our students cannot pass more than about 12 hours of university parallel work and thus in the future should not attempt as many hours as did this group.

Grade Point Averages

At the end of each semester of the 1968-69 academic year, a comparison of the control and experimental group grade point average was made. Tables 5 and 6 summarize the results of the comparison.

TABLE 5

GRADE POINT AVERAGES
Fall Semester - 1968-69

	BASIC STUDIES EXP. GROUP (73)		CONTROL GROUP (42)	
GPA - BANDS	NUMBER	%	NUMBER	%
.00 - .49	24	33	4	10
.50 - .99	13	18	4	10
1.0 - 1.49	13	18	7	17
1.5 - 1.99	13	18	7	17
2.0 - 2.49	10	13	10	24
2.5 - 2.99	0	0	8	18
3.0 - 3.49	0	0	1	2
3.5 - 3.99	0	0	0	0
4.0	0	0	1	2

TABLE 6

GRADE POINT AVERAGES
Spring Semester - 1969

	BASIC STUDIES EXP. GROUP (57)		CONTROL GROUP (33)	
GPA - BANDS	NUMBER	%	NUMBER	%
.00 - .49	13	23	8	25
.50 - .99	5	9	0	0
1.0 - 1.49	10	17	4	12
1.5 - 1.99	10	17	9	27
2.0 - 2.49	14	25	3	9
2.5 - 2.99	2	4	5	15
3.0 - 3.49	3	5	2	6
3.5 - 3.99	0	0	1	3
4.0	0	0	1	3

The results showed that in the fall 23 of the experimental group had a 1.5 or better grade point average while 27 of the control group scored 1.5 or better. The spring semester totals were better for the experimental group, as 29 made 1.5 or better as compared to 21 of the control group.

The mean scores for the experimental group were 0.917 for the fall and 1.472 in the spring. The averages for the control group were 1.723 in the fall and 1.602 in the spring. Two factors that might have contributed to the difference in these averages between the two groups were the fewer number in the control group after the "weeding out" process in traditional remedial work and the heavier loads taken by the Basic Studies experimental group. The fact that the control group had courses specifically geared to university parallel preparation while this was not necessarily true of the Basic Studies group must also be considered.

Both groups experienced considerable difficulty in their courses, indicating to this writer that indeed we are justified in having as one of our primary objectives in Basic Studies the development of each individual course assuming the student may never take another college course. The entire program should be developed in such a way that the concepts and skill taught in Basic Studies may prove beneficial to all of the students and that they will find course content interesting, challenging, and most relevant

to their roles as citizens in this or any other community. Some will be able to go on and successfully complete a degree program and for us in Basic Studies, this is just that much more "frosting on the cake."

Academic Standing

At the end of the 1968-69 school year, 49% of the Basic Studies group of 57 were in good standing as compared to 36% of the control group of 33. Considerably more of the control group were on probation than the experimental group, but there were more of the Basic Studies group on the suspension list.

TABLE 7

ACADEMIC STANDING AT END OF
1968-69 Year

	BASIC STUDIES EXP. GROUP (57)		CONTROL GROUP (33)	
	NUMBER	%	NUMBER	%
Good	28	49	12	36
Probation	15	26	15	46
Suspension	14	25	6	18

College Dropouts

Another aspect of this follow-up study of the two groups has to do with those students in both groups who did not attend Tarrant County Junior College the second year. Twenty-five people in the Basic Studies Experimental Group did not return to Tarrant County Junior College for either the fall or spring semesters. Table 8 gives a summary of our findings on this group.

TABLE 8

EXPERIMENTAL GROUP NOT RETURNING TO TCJC

Working in Fort Worth Area	
General Motors	1
Peter Smith Hospital	1
Piggly Wiggly Stores	2
Dynalectron Stenographer	1
LTV - assembler	1
Bell Telephone	1
General Dynamics	1
Camera Salesman	1
Total	9
Armed Services	
Air Force	1
Navy	4
Marines	2
Total	7
Married Homemakers	3
Transferred to other colleges	
University of Texas at Arlington	1
Texas Wesleyan University	1
Total	2
No information at this time	4

It might be worthwhile to mention that field trips to General Motors and General Dynamics have been a part of our Career Planning course and that two students have followed up on information they received in the course.

Fifty-three students of the control group did not return to TCJC for the 1968-69 academic year. Table 9 summarizes our survey findings at this time.

TABLE 9

CONTROL GROUP NOT RETURNING TO TCJC

Working in Fort Worth Area	
Neiman Marcus	1
Cordova's Drive In	1
Container Corporation of America	1
Texas Instruments	2
Wesco	1
Sears	1
Buddies	1
Construction	1
Western Union	1
Myers Department Store	1
Wards Cut Rate Drug	1
Dog Pound	1
Self-Employed	1
Quality Meat Company	1
General Dynamics	2
LTV	1
Total	18
Armed Services	
Army	6
Navy	2
Marines	1
Air Force	2
National Guard	1
Total	12
Transferred to other colleges	
North Texas State	1
San Antonio Junior College	1
School of Nursing	1
Total	3
No information at this time	20

It is important to note here that leaving college after one year and going into other training programs, armed service training, or suitable employment may represent success for many of our Basic Studies students. Redirection is one of our functions, one achieved more positively through successful experiences and expert counseling than by failure in traditional remedial situations.

Individual Courses

Research was also done on the success of the two groups in individual courses. Areas in which students seemed to make "average" to "good" grades were biology, developmental math, sociology, psychology, art, drama, speech, music, anthropology, philosophy, and home economics. The courses which gave these students the most trouble were English, history, government, applied physics and math, foreign languages, and business administration and office occupation courses.

The best grades in the technical areas were made in automotive, drafting, and architectural technology, but very few grades above "C" were made in any of the technical courses. Particularly difficult for these students were electronics, data processing, and aeronautical technology. Unfortunately, it would appear that the technical programs are too difficult perhaps for the majority of our students, pointing out the need once more of some one-year vocational training programs for many of these people.

Conclusion

Statistics are fair game for interpretations of all kinds. It was with this in mind that this particular follow-up study was made. Many things can be read into the figures I have presented, but the validity of any conclusion has to be questioned because of so many intangible factors which enter in to student success. Any approach to higher education for the student with academic difficulties is beset with inherent problems and disappointments. The object is to keep searching for a better way to meet the needs of this seemingly ever growing group of students. Upon reviewing the statistics I have presented, I seem to draw several conclusions, valid or invalid though they may be.

1. A greater number of students in the Basic Studies group returned to school the second year than did the control group, an indication that more of the experimental group had achieved at least enough success in school their freshman year to want to return for more education.

2. Although a relatively large number of former Basic Studies students did complete the fall and spring semesters of 1968-69, statistics revealed that many attempted too many hours in relation to the number of hours they passed.

3. Grade point averages improved from the fall semester to the spring semester, perhaps indicating that some did find university parallel too difficult, but also pointing out that many in this lower 25 percent on ACT composite ranking can successfully complete parallel courses after individual help their freshman year.

4. Students who do have the perseverance and who do improve in basic skills while in Basic Studies can and do succeed in university parallel even though our program is not designed specifically as a university parallel preparatory program.

5. Perhaps at least half of the students with the characteristics of the experimental and control groups will not, in all likelihood, be successful in university parallel work or at least experience some degree of difficulty in passing a full load of courses.

6. The majority of the Basic Studies students who have entered the technical programs have experienced little success. For many of them, one year vocational certificate programs might be the answer if such programs could be developed in the near future.

7. The Basic Studies program does indeed fulfill a vital function at Tarrant County Junior College by (1) providing education for many who would not experience success in university parallel courses but who can and do respond to a program that is geared to their individual needs and abilities; (2) helping many to achieve that level of competency and self assurance that will enable them to successfully complete courses outside the Basic Studies program; and (3) supplying job information and know-how that will enable many to find employment commensurate with their abilities and desires.

CHARLES N. JOHNSON, CHAIRMAN
DIVISION OF BASIC STUDIES

TARRANT COUNTY JUNIOR COLLEGE
SOUTH CAMPUS

JULY 7, 1969

APPENDIX B

A REPORT ON STUDENT PROGRESS

BASIC STUDIES 1968-69

TARRANT COUNTY JUNIOR COLLEGE

SOUTH CAMPUS

One of the most acute problems facing "open door" comprehensive junior colleges today is what type of educational program should be or can be provided for those students who, for the most part, are not university parallel material but who do aspire for schooling beyond the high school level. In many cases, the traditional remedial and the vocational-technical programs have been the extent of offerings to this level student. The attrition rate in remedial programs has been quite high, for motivation, which plays such an important role in the success of remedial students, has been a missing ingredient in many traditional university preparatory programs. Furthermore, many of these students will never be able to handle university parallel courses successfully even after remedial work. Yet to say that they cannot profit by further education would be, in my opinion, evading the real issue at hand of developing an enlightening, broadening, appealing curriculum, relevant to the individual needs of these students.

At Tarrant County Junior College, administrators realized that in order to develop a comprehensive curriculum, an educational program had to be devised to meet the needs of those students who had achieved little academic success in the past. Basic Studies is an attempt to meet such a need.

The Basic Studies program is a one year college-level program in general education providing individualized attention by instructors and stimulating close personal association among students. This student-centered approach employs techniques of flexible scheduling, team teaching, and integrated curriculum.

Five areas of study are encompassed in the program: Communications, Humanities, Social Science, Natural Science, and Career Planning. The subject matter related through the various areas is planned as a coherent whole. Discussion topics are based on the individual, his relationship to society, and contemporary societal issues. As the student discusses various topics in class, he discovers the interdependence of all areas of knowledge.

"The Basic Studies Program: A Description," published in December, 1968, gives a detailed description and progress report of the program's

first year of operation. The following report concerns an evaluation made after our second year (1968-69).

Persistence in Basic Studies

One objective of the Basic Studies program is to increase the duration of the student's involvement in college experiences and improve his chances of succeeding academically. In the past the open-door college has had a rather high attrition rate. Merely succeeding in keeping students in school does not mean an end has been reached; however, it does follow that the instructional program has a better chance of affecting a student's life if the student remains in the program for its duration. Hopefully, then a high persistence rate in college could serve as a means to reach the following goals:

1. To assist the student in developing a realistic concept of self.

2. To familiarize the student with the many forms of academic success so that he will be able to select one which best fits his concept of self.

3. To assist the student in developing basic skills.

4. To assist the student in discovering and then coping with his personal and academic problems.

5. To assist the student in realistically assessing his vocational objectives so that they are commensurate with his interests, abilities and achievement.

TABLE 1

PERSISTENCE IN BASIC STUDIES

Completed 1st Semester	321 out of 341	94%
Completed 2nd Semester	284 out of 313	91%
Completed total year	235 out of 321	75%

The holding power of our experimental approach is evident when you study the above table. Out of the 341 students we had in the fall semester (1968), 321 or 94% completed the semester. This was an increase over our first year of operation (1967-68) when 90.3% of our students completed the first semester. Basic Studies had an enrollment of 313 in the spring term (1969) and 284 or 91% completed this semester. A total of 235 out of 321 students who were enrolled for Basic Studies for the full year completed the total year. This 75% total is the same percentage of completion that we had our first full year even after we expanded our program from 227 students in 1967-68 to around 340 in 1968-69. The holding power remains one of the strengths of our program.

College Credits

Another assumption about our program is that of the total environmental press placed on an individual totally emersed in an educational climate. The total effect should greatly influence the development of the individual's personality. Some of the benefits of our physical structure are shown in terms of semester hours a freshman attempts and the number of hours he completes successfully.

TABLE 2

FALL SEMESTER
341 Students

COLLEGE CREDITS 1968-69 ACADEMIC YEAR

	Attempted	%	Completed	%
16+	322	94	287	84
13 - 15	2	1	8	2
10 - 12	2	1	8	2
7 - 9	4	1	2	1
4 - 6	1	1	2	1
1 - 3	5	1	8	2
0	5	1	26	8

Table 2 shows the number of hours attempted and the number of semester hours completed by our students in the fall semester, 1968. Of the total 341 students in Basic Studies, 94% attempted sixteen or seventeen hours, and 287 or 84% completed this total. The first year's progress report showed that approximately 75% completed 16 or more hours. After one year of operation, our staff was able to refine our objectives, find more suitable materials, and plan more effectively to meet the needs of our students. This, I believe, accounts for the increase from 1967-68 to 1968-69 in the total percentage who completed 16 or more hours in our program.

TABLE 3
SPRING SEMESTER
313 Students

COLLEGE CREDITS 1968-69 ACADEMIC YEAR

	Attempted	%	Completed	%
16+	279	88	231	73
13 - 15	12	4	24	8
10 - 12	2	1	3	1
7 - 9	2	1	11	4
4 - 6	1	1	7	2
1 - 3	4	1	7	2
0	13	4	30	10

Table 3 indicates the number of semester hours attempted and the number of semester hours completed by our students in the spring semester, 1969. Sixteen or seventeen hours was attempted by 279 (88%) of the total of 313 students. Approximately 73% (231) completed this many hours in the spring semester. About 85% of our students in the spring semester of our first year (1967-68) completed 16+ hours. Thus, our overall percentage declined somewhat, yet this might be explained by stating that the spring semester of the second year has required quite a bit of soul-searching on the part of our instructors and as of this writing, most teachers in Basic Studies feel that the second semester curriculum needs definite refinement and evaluation. The group was not as satisfied with the second semester curriculum as the first, a

feeling which certainly carried over to student interest and subsequent completion of semester hours. One other thing which might be mentioned was that several instructors in the program tightened the course requirements the second semester since several felt that perhaps they were a little too lenient in grades the first semester. This is, as one might imagine, an area for constant evaluation and study, as we try to set course objectives which are both challenging and appropriate, yet not out of reach for the majority of our students.

Accumulative Grade Point Average

At the end of each semester of the 1968-69 academic year a tabulation of the accumulative grade point averages for our students was made. Tables 4 and 5 summarize the results.

TABLE 4

FALL SEMESTER
341 Students

ACCUMULATIVE GRADE POINT AVERAGES

GPA	Number	%
.00 - .49	25	7
.50 - .99	20	6
1.0 - 1.49	35	10
1.5 - 1.99	81	24
2.0 - 2.49	93	27
2.5 - 2.99	57	17
3.0 - 3.49	27	8
3.5 - 3.99	3	1
4.0 - 0	0	0

TABLE 5

SPRING SEMESTER
313 Students

ACCUMULATIVE GRADE POINT AVERAGES

GPA	Number	%
.00 - .49	37	12
.50 - .99	17	5
1.0 - 1.49	20	6
1.5 - 1.99	62	20
2.0 - 2.49	75	24
2.5 - 2.99	56	18
3.0 - 3.49	37	12
3.5 - 3.99	9	3
4.0	0	0

Probably the most significant aspect of these tables is that 53% of the Basic Studies students in the fall semester did achieve at least a 2.0 or "C" average and 57% achieved such a grade point average in the spring. This is a slight increase over our first year statistics when about 49% made a "C" average or better, indicating that we are making progress in meeting the needs of our students, while at the same time, tightening up on course requirements and providing beneficial assistance for those who will go on to the university parallel and technical courses.

Attrition

The attrition rate in Basic Studies was again, as it was our first year, very low when all factors are considered. Out of our 341 students in the fall, only 20 or 5.9% withdrew from the program. The spring semester's total was 29 withdrawals out of 313 students or 9.2%. This increase might be explained, in part at least, by the fact that several of this total of 29 decided to pursue some job or training

program which had opened up for them as a result of knowledge they had gained in the Career Planning course the first semester.

TABLE 6

FALL SEMESTER
341 Students

ATTRITION

	Number	%
W	7	2.1
WF-WP	13	3.8
TOTAL	20	5.9

TABLE 7

SPRING SEMESTER
313 Students

ATTRITION

	Number	%
W	13	4.1
WF-WP	16	5.1
TOTAL	29	9.2

Academic Standing

Academic standing at Tarrant County Junior College during the 1968-69 academic year was as follows:

1. When a student's cumulative grade point average falls below 2.0, he is placed on scholastic probation. Should he earn a grade point average of 1.5 or better on the next nine or more hours attempted, he may continue on probation. Should he earn a grade point average of less than 1.5 on the nine or more hours attempted, he will be placed on enforced

academic withdrawal.

2. In order to be removed from scholastic probation, the student must attain a cumulative grade point average of 2.0.

Table 8 shows the academic standing of the Basic Studies students at the end of the 1968-69 academic year.

TABLE 8

ACADEMIC STANDING AT THE END OF
THE 1968-69 ACADEMIC YEAR
313 Students

Standing	Number	%
Good	197	63
Probation	77	25
Suspension	39	12

Of our total of 313 students who completed the spring semester, 197 or 63% are in good standing while 77 or 25% are on scholastic probation and 39 or 12% are suspended. I think this does reveal that our program is geared to the needs of the great majority of our students and it is, at the same time, college level work and there are certain basic requirements which must be met before the student can receive the "C" grade or better.

Admittedly, this brief report does not answer many of the questions that might arise as to the success of our program, but it does have great significance to us as teachers in the program as we continually try to evaluate and develop our curriculum. To be directly involved in the program itself is to almost lose sight at times of the tremendous influence and potential of the total environmental press of Basic Studies. It becomes increasingly important, therefore, to constantly evaluate what we are doing and continually search for better ways to meet our students at their own level and take them as far as their individual abilities will allow.